

## Student achievement norms

The norms in the tables below have a very straightforward interpretation. For example, in the achievement norms for reading, grade 2 students in the fall had a mean score of 172.35 and a standard deviation of 15.19. To get a sense of how much variation there was, the SD of 15.19 can be subtracted from the mean and added to the mean to produce a range of about 157–188. Since the norms are based on the bell curve, we know that 68% of all grade 2 reading scores are expected to fall within this range.

| 2020 Reading Student Achievement Norms |        |       |        |       |        |       |
|--|--------|-------|--------|-------|--------|-------|
| Grade                                  | Fall   |       | Winter |       | Spring |       |
|  | Mean   | SD    | Mean   | SD    | Mean   | SD    |
| K                                      | 136.65 | 12.22 | 146.28 | 11.78 | 153.09 | 12.06 |
| 1                                      | 155.93 | 12.66 | 165.85 | 13.21 | 171.40 | 14.19 |
| 2                                      | 172.35 | 15.19 | 181.20 | 15.05 | 185.57 | 15.49 |
| 3                                      | 186.62 | 16.65 | 193.90 | 16.14 | 197.12 | 16.27 |
| 4                                      | 196.67 | 16.78 | 202.50 | 16.25 | 204.83 | 16.31 |
| 5                                      | 204.48 | 16.38 | 209.12 | 15.88 | 210.98 | 15.97 |
| 6                                      | 210.17 | 16.46 | 213.81 | 15.98 | 215.36 | 16.03 |
| 7                                      | 214.20 | 16.51 | 217.09 | 16.21 | 218.36 | 16.38 |
| 8                                      | 218.01 | 17.04 | 220.52 | 16.69 | 221.66 | 16.87 |
| 9                                      | 218.90 | 19.02 | 220.52 | 18.73 | 221.40 | 19.03 |
| 10                                     | 221.47 | 17.92 | 222.91 | 17.81 | 223.51 | 18.20 |
| 11                                     | 223.53 | 17.73 | 224.64 | 17.80 | 224.71 | 18.50 |
| 12                                     | 223.80 | 19.32 | 223.85 | 21.21 | 224.33 | 23.08 |

| 2020 Mathematics Student Achievement Norms |        |       |        |       |        |       |
|--|--------|-------|--------|-------|--------|-------|
| Grade                                      | Fall   |       | Winter |       | Spring |       |
|  | Mean   | SD    | Mean   | SD    | Mean   | SD    |
| K  | 139.56 | 12.45 | 150.13 | 11.94 | 157.11 | 12.03 |
| 1  | 160.05 | 12.43 | 170.18 | 12.59 | 176.40 | 13.18 |
| 2  | 175.04 | 12.98 | 184.07 | 13.01 | 189.42 | 13.44 |
| 3  | 188.48 | 13.45 | 196.23 | 13.64 | 201.08 | 14.11 |
| 4  | 199.55 | 14.40 | 206.05 | 14.90 | 210.51 | 15.56 |
| 5  | 209.13 | 15.19 | 214.70 | 15.88 | 218.75 | 16.70 |
| 6  | 214.75 | 16.12 | 219.56 | 16.74 | 222.88 | 17.47 |
| 7  | 220.21 | 17.41 | 224.04 | 17.96 | 226.73 | 18.60 |
| 8  | 224.92 | 18.94 | 228.12 | 19.33 | 230.30 | 19.95 |
| 9  | 226.43 | 19.83 | 228.67 | 20.06 | 230.03 | 20.63 |
| 10   | 229.07 | 20.23 | 231.21 | 20.61 | 232.42 | 21.25 |
| 11   | 231.72 | 20.61 | 233.49 | 20.91 | 234.25 | 21.65 |
| 12   | 233.02 | 21.60 | 233.31 | 23.07 | 234.19 | 24.63 |

| 2020 Language Usage Student Achievement Norms |        |       |        |       |        |       |
|---|--------|-------|--------|-------|--------|-------|
| Grade   | Fall   |       | Winter |       | Spring |       |
|   | Mean   | SD    | Mean   | SD    | Mean   | SD    |
| 2   | 173.98 | 16.06 | 183.83 | 15.40 | 188.40 | 15.89 |
| 3   | 187.71 | 15.33 | 195.14 | 14.64 | 198.32 | 14.65 |
| 4   | 197.33 | 15.10 | 202.87 | 14.44 | 205.00 | 14.33 |
| 5   | 204.17 | 14.55 | 208.45 | 13.98 | 210.19 | 13.90 |
| 6   | 209.43 | 14.35 | 212.81 | 13.92 | 214.19 | 13.94 |
| 7   | 212.65 | 14.72 | 215.28 | 14.39 | 216.47 | 14.42 |
| 8   | 215.54 | 14.74 | 217.73 | 14.45 | 218.74 | 14.56 |
| 9   | 216.68 | 15.52 | 218.18 | 15.30 | 219.00 | 15.51 |
| 10  | 218.82 | 15.10 | 220.19 | 15.11 | 220.86 | 15.45 |
| 11  | 220.66 | 14.94 | 221.86 | 14.98 | 222.33 | 15.53 |

| 2020 General Science Student Achievement Norms |        |       |        |       |        |       |
|--|--------|-------|--------|-------|--------|-------|
| Grade  | Fall   |       | Winter |       | Spring |       |
|  | Mean   | SD    | Mean   | SD    | Mean   | SD    |
| 2  | 177.70 | 13.43 | 184.59 | 12.35 | 187.87 | 12.46 |
| 3  | 187.84 | 12.25 | 193.29 | 11.63 | 195.88 | 11.76 |
| 4  | 194.65 | 11.68 | 199.15 | 11.50 | 201.22 | 11.75 |
| 5  | 200.23 | 11.77 | 204.30 | 11.72 | 206.17 | 12.12 |
| 6  | 203.86 | 12.04 | 207.26 | 12.02 | 208.47 | 12.41 |
| 7  | 206.56 | 12.65 | 209.50 | 12.73 | 210.61 | 13.17 |
| 8  | 209.64 | 13.25 | 212.41 | 13.17 | 213.44 | 13.64 |
| 9*   | 211.40 | 14.10 | 213.42 | 14.17 | 213.99 | 14.72 |
| 10*  | 213.24 | 14.26 | 214.95 | 14.42 | 215.29 | 15.07 |

\* These science status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in typically differentiated high school science courses (e.g., biology, chemistry, physics).

## Student growth norms

Growth norms developed for the 2020 MAP Growth norms Study reflect the common observation that the rate of academic growth is related to the student’s starting achievement status on the measurement scale. In the elementary grades, for example, students starting out at a lower achievement level tend to demonstrate greater raw growth compared to students in the upper grades. **The growth norm tables below show mean growth when the mean grade level achievement status score (i.e., 50th percentile score) is used as the starting score.** In each case, the starting score is treated as a factor when predicting growth. If a particular student’s starting score was below the grade level mean, the growth mean is generally higher. Similarly, students with starting scores above the grade level mean would generally show less raw growth on average. These adjustments for starting achievement, coupled with the inclusion of instructional days in computing the norms, results in a highly flexible and clearly contextualized reference for understanding changes in RIT scores between test events.

| 2020 Reading Student Growth Norms |                |      |                  |      |                |      |
|-----------------------------------|----------------|------|------------------|------|----------------|------|
| Grade                             | Fall-to-Winter |      | Winter-to-Spring |      | Fall-to-Spring |      |
|                                   | Mean           | SD   | Mean             | SD   | Mean           | SD   |
| K                                 | 9.63           | 5.75 | 6.81             | 5.30 | 16.45          | 7.50 |
| 1                                 | 9.92           | 5.85 | 5.55             | 5.37 | 15.47          | 7.74 |
| 2                                 | 8.85           | 5.86 | 4.37             | 5.37 | 13.22          | 7.77 |
| 3                                 | 7.28           | 5.86 | 3.22             | 5.37 | 10.50          | 7.77 |
| 4                                 | 5.82           | 5.76 | 2.33             | 5.31 | 8.16           | 7.53 |
| 5                                 | 4.64           | 5.75 | 1.86             | 5.30 | 6.50           | 7.49 |
| 6                                 | 3.64           | 5.65 | 1.55             | 5.24 | 5.19           | 7.26 |
| 7                                 | 2.89           | 5.60 | 1.27             | 5.21 | 4.16           | 7.15 |
| 8                                 | 2.51           | 5.73 | 1.14             | 5.29 | 3.65           | 7.46 |
| 9                                 | 1.62           | 6.06 | 0.88             | 5.50 | 2.51           | 8.22 |
| 10                                | 1.43           | 5.88 | 0.60             | 5.38 | 2.04           | 7.80 |
| 11                                | 1.11           | 6.27 | 0.08             | 5.62 | 1.18           | 8.68 |
| 12                                | 0.05           | 6.38 | 0.47             | 5.70 | 0.52           | 8.92 |

| 2020 Mathematics Student Growth Norms |                |      |                  |      |                |      |
|---------------------------------------|----------------|------|------------------|------|----------------|------|
| Grade                                 | Fall-to-Winter |      | Winter-to-Spring |      | Fall-to-Spring |      |
|                                       | Mean           | SD   | Mean             | SD   | Mean           | SD   |
| K                                     | 10.57          | 5.15 | 6.97             | 4.77 | 17.54          | 6.63 |
| 1                                     | 10.13          | 5.22 | 6.22             | 4.82 | 16.35          | 6.81 |
| 2                                     | 9.03           | 5.11 | 5.35             | 4.75 | 14.38          | 6.54 |
| 3                                     | 7.75           | 4.99 | 4.85             | 4.68 | 12.60          | 6.26 |
| 4                                     | 6.50           | 4.98 | 4.46             | 4.67 | 10.96          | 6.24 |
| 5                                     | 5.56           | 5.10 | 4.05             | 4.75 | 9.61           | 6.53 |
| 6                                     | 4.81           | 5.04 | 3.32             | 4.71 | 8.13           | 6.38 |
| 7                                     | 3.83           | 4.96 | 2.69             | 4.66 | 6.52           | 6.18 |
| 8                                     | 3.20           | 5.27 | 2.18             | 4.85 | 5.38           | 6.93 |
| 9                                     | 2.24           | 5.48 | 1.36             | 4.98 | 3.60           | 7.41 |
| 10                                    | 2.14           | 5.46 | 1.21             | 4.97 | 3.35           | 7.37 |
| 11                                    | 1.77           | 5.92 | 0.76             | 5.25 | 2.52           | 8.37 |
| 12                                    | 0.30           | 6.09 | 0.88             | 5.36 | 1.18           | 8.75 |

| 2020 Language Usage Student Growth Norms |                |      |                  |      |                |      |
|--|----------------|------|------------------|------|----------------|------|
| Grade                                    | Fall-to-Winter |      | Winter-to-Spring |      | Fall-to-Spring |      |
|  | Mean           | SD   | Mean             | SD   | Mean           | SD   |
| 2  | 9.85           | 6.43 | 4.57             | 5.58 | 14.41          | 9.46 |
| 3  | 7.43           | 5.48 | 3.18             | 4.98 | 10.61          | 7.41 |
| 4  | 5.54           | 5.17 | 2.13             | 4.79 | 7.67           | 6.69 |
| 5  | 4.27           | 5.07 | 1.74             | 4.72 | 6.02           | 6.44 |
| 6  | 3.37           | 5.04 | 1.38             | 4.71 | 4.75           | 6.37 |
| 7  | 2.63           | 4.89 | 1.19             | 4.62 | 3.82           | 6.00 |
| 8  | 2.19           | 5.05 | 1.01             | 4.71 | 3.21           | 6.39 |
| 9  | 1.50           | 5.17 | 0.82             | 4.79 | 2.33           | 6.69 |
| 10                                       | 1.37           | 5.08 | 0.67             | 4.73 | 2.04           | 6.46 |
| 11                                       | 1.20           | 5.48 | 0.47             | 4.98 | 1.67           | 7.41 |

| 2020 General Science Student Growth Norms |                |      |                  |      |                |      |
|---|----------------|------|------------------|------|----------------|------|
| Grade                                     | Fall-to-Winter |      | Winter-to-Spring |      | Fall-to-Spring |      |
|   | Mean           | SD   | Mean             | SD   | Mean           | SD   |
| 2   | 6.88           | 6.74 | 3.29             | 6.13 | 10.17          | 9.09 |
| 3   | 5.45           | 6.17 | 2.59             | 5.78 | 8.04           | 7.75 |
| 4   | 4.50           | 5.84 | 2.07             | 5.58 | 6.57           | 6.93 |
| 5   | 4.08           | 5.95 | 1.87             | 5.65 | 5.95           | 7.21 |
| 6   | 3.40           | 5.91 | 1.21             | 5.62 | 4.61           | 7.10 |
| 7   | 2.94           | 5.93 | 1.11             | 5.63 | 4.05           | 7.15 |
| 8   | 2.77           | 6.19 | 1.03             | 5.79 | 3.79           | 7.80 |
| 9   | 2.02           | 6.19 | 0.57             | 5.79 | 2.59           | 7.80 |
| 10  | 1.72           | 6.27 | 0.34             | 5.84 | 2.05           | 7.99 |



# EASTPOINTE COMMUNITY SCHOOLS

## Lexile Cut Scores for Reading Tiers Grades 3-8

|                       | Fall   |         |        | Winter |         |        | Spring |          |        |
|-----------------------|--------|---------|--------|--------|---------|--------|--------|----------|--------|
|                       | Tier 1 | Tier 2  | Tier 3 | Tier 1 | Tier 2  | Tier 3 | Tier 1 | Tier 2   | Tier 3 |
| <b>3<sup>rd</sup></b> | 520+   | 420-519 | BR-419 | 600+   | 500-599 | BR-499 | 700+   | 575-699  | BR-574 |
| <b>4<sup>th</sup></b> | 700+   | 520-699 | BR-519 | 740+   | 550-739 | BR-549 | 800+   | 675-799  | BR-674 |
| <b>5<sup>th</sup></b> | 800+   | 700-799 | BR-689 | 850+   | 710-849 | BR-709 | 900+   | 785-899  | BR-784 |
| <b>6<sup>th</sup></b> | 830+   | 740-829 | BR-739 | 880+   | 780-880 | BR-779 | 925+   | 829-924  | BR-828 |
| <b>7<sup>th</sup></b> | 925+   | 830-924 | BR-829 | 945+   | 880-944 | BR-879 | 970+   | 924-969  | BR-923 |
| <b>8<sup>th</sup></b> | 970+   | 925-969 | BR-924 | 989+   | 945-988 | BR-944 | 1010+  | 969-1009 | BR-968 |

### 2012 CCSS Text Measures

Grade 1 190L to 530L  
 Grade 2 420L to 650L  
 Grade 3 520L to 820L

Grade 4 740L to 940L  
 Grade 5 830L to 1010L  
 Grade 6 925L to 1070L

Grade 7 970L to 1120L  
 Grade 8 1010L to 1185L  
 Grade 9 1050L to 1260L

Grade 10 1080L to 1335  
 Grade 11 & 12 1185 to 1385

## Kindergarten Assessment Plan

|   |  |   |   |
|---|--|---|---|
| <p><b>Required Assessments for <u>All</u> Students</b></p> <p><b>NWEA MPG</b><br/>TBD</p> <p><b>DIBELS Benchmark</b><br/><b>Dates to follow</b><br/>MLPP Concepts of Print<br/>MLPP: Rhyme Supply/Choice<br/>MLPP Letter/Sound ID<br/>*MLPP Letter/Sound ID<br/>(*again prior to report card)</p> | <p><b>Required Assessments for <u>All</u> Students</b></p> <p><b>NWEA MPG</b> TBD</p> <p><b>DIBELS Benchmark</b><br/><b>Dates to follow</b><br/>DRA (with readers)<br/>MLPP: Known Words<br/>MLPP: Hearing/Recording Sounds/Onset/Rime</p> | <p><b>Required Assessments for <u>All</u> Students</b></p> <p><b>Dates to follow</b><br/>DRA<br/>MLPP: Sight Word/Decodables</p>  | <p><b>Required Assessments for <u>All</u> Students</b></p> <p><b>NWEA MPG</b> TBD</p> <p><b>DIBELS Benchmark</b><br/><b>Dates to follow</b><br/>DRA<br/>MLPP: Sight Word/Decodable</p>  |
| <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  | <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>   | <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  | <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  |
|   | <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <p>*MLPP: Concepts of Print<br/>*MLPP: Letter/Sound ID<br/>*MLPP: Rhyme Supply/Choice/Onset/Rime</p>               | <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <p>*MLPP Hearing and Recording Sounds and Words<br/>*MLPP: Letter/Sound ID<br/>*MLPP: Rhyme Supply/Choice/Onset/Rime<br/>*MLPP: Known Words</p> | <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <p>*MLPP Hearing and Recording Sounds and Words<br/>*MLPP: Letter/Sound ID<br/>*MLPP: Rhyme Supply/Choice/Onset/Rime<br/>*MLPP: Known Words</p> |

**\*Continue with individual students until they have reached the level of mastery indicated on the benchmark chart provided.\***

**Due dates reflect the date data entry is due (by 3pm)**

**Dibels will be administered, scored, and entered by paras.**

## First Grade Assessment Plan

| Required Assessments for <u>All</u> Students  | Required Assessments for <u>All</u> Students  | Required Assessments for <u>All</u> Students  | Required Assessments for <u>All</u> Students  |
|---|---|---|---|
| <p><b>NWEA MPG</b> <span style="float: right;">TBD</span><br/> <b>DIBELS Benchmark</b><br/> <b>Dates to follow</b><br/>           Spelling Inventory<br/>           DRA<br/>           MLPP: Sight Word Decodable<br/>           MLPP: Known Words<br/>           MLPP: Letter/Sound ID</p>           | <p><b>NWEA MPG</b><br/>           TBD<br/> <b>DIBELS Benchmark</b><br/> <b>Dates to follow</b><br/>           Spelling Inventory<br/>           DRA<br/>           MLPP: Sight Word Decodable<br/>           MLPP: Known Words</p>  | <p><b>Dates to follow</b><br/>           DRA<br/>           MLPP: Sight Word/Decodables</p>   | <p><b>NWEA MPG</b> <span style="float: right;">TBD</span><br/> <b>DIBELS Benchmark</b><br/> <b>Dates to follow</b><br/>           DRA<br/>           MLPP: Sight Word/Decodable</p>   |
| <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  | <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  | <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  | <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  |
| <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <ul style="list-style-type: none"> <li>* MLPP Concepts of Print</li> <li>* MLPP Hearing/Recording Sounds and Words</li> <li>* MLPP Phoneme Segmenting and Blending</li> </ul> | <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <ul style="list-style-type: none"> <li>* MLPP: Known Words</li> <li>* MLPP: Letter/Sound ID</li> <li>* MLPP Concepts of Print</li> <li>* MLPP Hearing and Recording Sounds and Words</li> </ul> | <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <ul style="list-style-type: none"> <li>* MLPP: Known Words</li> <li>* MLPP: Letter/Sound ID</li> <li>* MLPP Concepts of Print</li> <li>* MLPP Hearing and Recording Sounds and Words</li> </ul> | <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <ul style="list-style-type: none"> <li>* MLPP: Known Words</li> <li>* MLPP: Letter/Sound ID</li> <li>* MLPP Concepts of Print</li> <li>* MLPP Hearing and Recording Sounds and Words</li> <li>* Spelling Inventory</li> </ul> |

***\*Continue with individual students until they have reached the level of mastery indicated on the benchmark chart provided.\****

***Due dates reflect the date data entry is due (by 3pm)***

***Dibels will be administered, scored, and entered by paras***

## Second Grade Assessment Plan

| Required Assessments for <u>All</u> Students  | Required Assessments for <u>All</u> Students  | Required Assessments for <u>All</u> Students  | Required Assessments for <u>All</u> Students  |
|---|---|---|---|
| <p style="text-align: right;">TBD</p> <p><b>NWEA MPG</b><br/><b>DIBELS Benchmark</b><br/><b>Dates to follow</b><br/>Spelling Inventory<br/>DRA<br/>MLPP: Sight Word Decodable<br/>MLPP: Known Words</p>   | <p><b>NWEA MPG</b><br/>TBD<br/><b>DIBELS Benchmark</b><br/><b>Dates to follow</b><br/>DRA</p>   | <p><b>Dates to follow</b><br/>DRA</p>   | <p style="text-align: right;">TBD</p> <p><b>NWEA MPG</b><br/><b>DIBELS Benchmark</b><br/><b>Dates to follow</b><br/>DRA</p>   |
| <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  | <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  | <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  | <p>MAISA Reading and Writing Pre/Post Unit Assessments (given according to unit timeline).</p>  |
| <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <ul style="list-style-type: none"> <li>* MLPP Letter/Sound ID</li> <li>* MLPP Concepts of Print</li> <li>* MLPP Hearing/Recording Sounds and Words</li> <li>* MLPP Phoneme Segmenting and Blending</li> </ul> | <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <ul style="list-style-type: none"> <li>* MLPP: Sight Word/Decodable</li> <li>* MLPP: Known Words</li> <li>* Spelling Inventory</li> </ul> | <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <ul style="list-style-type: none"> <li>* MLPP: Sight Word/Decodable</li> <li>* MLPP: Known Words</li> <li>* Spelling Inventory</li> </ul> | <p><b>Targeted Assessments for Individual Students to Differentiate Instruction (not required for all students)</b></p> <ul style="list-style-type: none"> <li>* MLPP: Sight Word/Decodable</li> <li>* MLPP: Known Words</li> </ul> |

***\*Continue with individual students until they have reached the level of mastery indicated on the benchmark chart provided.\****

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## Assessment Descriptions

| <b>Assessment</b>  | <b>Description</b>   | <b>Purpose</b>  |
|--------------------|--|---|
| NWEA MPG           | ELA standardized online adaptive skills assessment   | Measures student growth of multiple ELA skills  |
| DIBELS             | Screening and progress monitoring for phonemic awareness, phonics, vocabulary, fluency and comprehension | Measures the automaticity and knowledge of letters, phonological awareness, and phonics tasks |
| MLPP               | Diagnostic assessments that measure foundation skills  | Measures the student's ability to identify and apply early foundation skills                  |
| DRA                | Diagnostic assessment administered during guided reading to determine instructional levels               | Identifies student's instructional reading level to determine targeted focus skills           |
| Spelling Inventory | Diagnostic assessment for spelling/phonics skills  | Identifies spelling stages for instructional purposes   |

# Letter/Sound Identification

Letter/Sound association is necessary to learn to read and write.

Increased letter/sound knowledge will allow children to develop greater flexibility and automaticity in reading and writing.

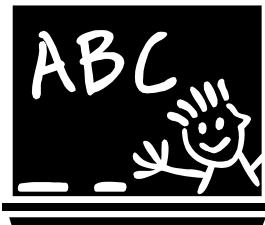
## Competent readers and writers can:

- name letters, both upper and lower case
- match letter to sound
- match sound to letter

## Competent readers and writers:

- know some letters have multiple sounds
- respond automatically to letter symbols

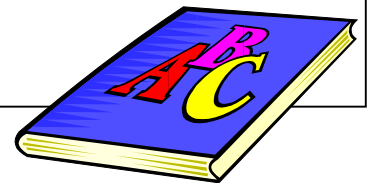
Direct instruction is a necessary component to letter/sound identification. It is important to remember to connect these activities to real reading.



## Some activities that provide letter/sound identification awareness are

- ✓ reading and making alphabet books with children.
- ✓ finding pictures that start with certain sounds and /or letters.
- ✓ playing “I am thinking of something that starts with (letter/sound)”.
- ✓ tracing/writing the letter shapes in a variety of mediums (sand, shaving cream, rice, etc.).
- ✓ matching, pairing, or grouping letters by common characteristics (capital/lower case, shape (sticks or balls)).
- ✓ participating in shared reading.

Intervention activities must be repeated continuously. The letter work must come from current reading or writing materials. The teacher must provide the students with a variety of experiences to ensure automatic responses to letters and sounds. This will allow students to move into more complex reading work.





## Section VIII

# *Letter/Sound Identification*

### **Rationale**

Having the ability to match letters and sounds helps children develop an understanding of words and spelling patterns. In establishing instructional priorities in the use of words and conventional spelling knowledge for each child in the early stages of literacy development, the teacher will use the letter/sound identification assessment. This assessment identifies what individual children know specifically about letter/sound identification. **Teachers' observations are crucial and critical factors informing their decisions about whom and when to assess.**

### **Definition**

Letter/sound identification is recognizing upper and lower case letters and identifying appropriate sounds for each letter symbol.

### **Assessment Guidelines**

### **Materials**

Use the upper case and lower case alphabet sheets. You may want to laminate the sheets. Letter sheets are in the Appendix.

## Procedure

1. Administer the assessment to individual children. The assessment area should be quiet and free from major distractions. Sit beside the child. Seat the child comfortably in front of an appropriate height flat surface, such as a child's table. Turn the alphabet sheets face down until you are ready to use them.
2. At pre-emergent level, stop if the child struggles and begins to show frustration. Mark the "stop point" on the answer sheet.
3. Say to the child, **I'm going to show you some letters. Let's see how many you know.** Then, beginning with the upper case letters, ask the child to **name each letter** as you point to it. Use a *masking card* to cover rows below the row the child is looking at. Move across the lines from left to right as you or the child points to the letters so that the child is asked to identify the letters in random order. If the child gives you a sound or word, say, **You are right. That letter has that sound, but can you tell me the name of that letter?** Repeat with the lower case letter card, **name each letter.**

If the child is unsuccessful, remove the masking card, and ask the child to look over the letters and tell you any s/he may know. Highlight the letters used in her/his name.

4. Use the lower case letter card a second time and ask **Make the sound the letter makes.** Use a *masking card* to cover rows below the row the child is looking at. Move across the lines from left to right. Letters on the task have been randomized.
5. If the child experiences difficulty focusing on one letter at a time, use a window card that has a square shape just big enough to show the letter. Cut out the square in the center of the card to highlight individual letters.
6. Reassess periodically until the child demonstrates knowledge of both letter names and sounds. Then observe beginning use of letter names in classroom activities.
7. Mark the answer sheet by putting a check in the "N" column for a correct letter name response. Check the "S" column for a correct sound response. Record incorrect responses in the "I.R." column.

If the child tells you a word that begins with the letter, you may record that in the "Word" column for your own information, but it does not affect the score.

8. One point for each correct letter name. Total possible 54
9. Score one point for any one *letter sound* that is acceptable for that letter. Total possible 26

## Analysis

Analyze correct and incorrect responses along with observations of the child's behavior in order to inform instructional priorities for that child.

## LETTER/SOUND IDENTIFICATION SCORE SHEET

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

§ in "N" column for letter name response

§ in "S" column for letter sound response

Record word in "Word" column for word response.

Record the child's response in "I.R." column for incorrect response.

|    | N | I.R. |    | N | S  | WORD | I.R. |
|----|---|------|----|---|----|------|------|
| A  |   |      | a  |   |    |      |      |
| F  |   |      | f  |   |    |      |      |
| K  |   |      | k  |   |    |      |      |
| P  |   |      | p  |   |    |      |      |
| W  |   |      | w  |   |    |      |      |
| Z  |   |      | z  |   |    |      |      |
| B  |   |      | b  |   |    |      |      |
| H  |   |      | h  |   |    |      |      |
| O  |   |      | o  |   |    |      |      |
| J  |   |      | j  |   |    |      |      |
| U  |   |      | u  |   |    |      |      |
|    |   |      | a  |   |    |      |      |
| C  |   |      | c  |   |    |      |      |
| Y  |   |      | y  |   |    |      |      |
| L  |   |      | l  |   |    |      |      |
| Q  |   |      | q  |   |    |      |      |
| M  |   |      | m  |   |    |      |      |
| D  |   |      | d  |   |    |      |      |
| N  |   |      | n  |   |    |      |      |
| S  |   |      | s  |   |    |      |      |
| X  |   |      | x  |   |    |      |      |
| I  |   |      | i  |   |    |      |      |
| E  |   |      | e  |   |    |      |      |
| G  |   |      | g  |   |    |      |      |
| R  |   |      | r  |   |    |      |      |
| V  |   |      | v  |   |    |      |      |
| T  |   |      | t  |   |    |      |      |
|    |   |      | g  |   |    |      |      |
| 26 |   |      | 28 |   | 26 |      |      |

**Observations**

Note such things as:

Speed of response

Confusions; e.g.; b/d

Patterns of response

Letter Name  
Total Score

/54

Letter Sound  
Total Score

/26

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

**Letter/Sound Identification**

A F K P W Z

B H O J U

C Y L Q M

D N S X I

E G R V T

Letter/Sound Identification

a f k p w z

b h o j u a

c y l q m

d n s x i

e g r v t g

| Kindergarten                     | Fall   | Winter  | Spring  |
|----------------------------------|--|---|---|
| Letter ID                        | Green: 26-54<br>Yellow: 11-25<br>Red: 10 or below    | Green: 40-54<br>Yellow: 22-39<br>Red: 21 or below           | Green: 54<br>Yellow: 35-53<br>Red: 34 or below                |
| Sound ID                         | Green: 10-26<br>Yellow: 4-9<br>Red: 3 or below       | Green: 19-26<br>Yellow: 11-18<br>Red: 10 or below           | Green: 23-26<br>Yellow: 19-22<br>Red: 18 or below             |
| MLPP Rhyme/<br>Choice            | Green: 8<br>Yellow: 5-7<br>Red: 4 or below           | Green: 8<br>Yellow: 7<br>Red: 6 or below                    | Green: 8<br>(should be established)<br>Red: 7 or below        |
| MLPP Rhyme<br>/Supply            | Green: 7-8<br>Yellow: 3-6<br>Red: 2 or below         | Green: 7-8<br>Yellow: 5-6<br>Red: 4 or below                | Green: 8<br>(should be established)<br>Red: 7 or below        |
| MLPP<br>Onset/Rime               | Green: 8<br>Yellow: 5-7<br>Red: 4 or below           | Green: 8<br>Yellow: 7<br>Red: 6 or below                    | Green: 8<br>(should be established)<br>Red: 7 or below        |
| MLPP Blending                    | Green: 6-8<br>Yellow: 3-5<br>Red: 2 or below         | Green: 7-8<br>Yellow: 4-6<br>Red: 3 or below                | Green: 8<br>Yellow: 5-7<br>Red: 4 or below                    |
| MLPP<br>Segmenting               | Green: 5-8<br>Yellow: 2-4<br>Red: 1 or below         | Green: 6-8<br>Yellow: 3-5<br>Red: 2 or below                | Green: 8<br>Yellow: 5-7<br>Red: 4 or below                    |
| Concepts<br>of Print             | Green: 10 or above<br>Yellow: 4-9<br>Red: 3 or below | Green: 17 or above<br>Yellow: 12-16<br>Red: 11 or below     | Green: 22<br>Yellow: 16-21<br>Red: 15 or below                |
| Hearing &<br>Recording<br>Sounds | *No Fall testing*                                    | Green: 17-36<br>Yellow: 10-16<br>Red: 9 or below            | Green: 27-36<br>Yellow: 18-26<br>Red: 17 or below             |
| Known Words                      | *No Fall testing*                                    | Green: 12-60<br>Yellow: 7-11<br>Red: 6 or below             | Green: 20-60<br>Yellow: 11-19<br>Red: 10 or below             |
| Sight Word/<br>Decodable         | *No Fall testing*                                    | *No Winter testing*   | Green: PP 13+<br>Yellow: PP 8-12<br>Red: PP 7 or below        |
| DRA                              | *No Fall testing*                                    | Green: Level 2+<br>Yellow: Level 1<br>Red: Level A or below | Green: Level 4+<br>Yellow: Level 2-3<br>Red: Level 1 or below |
| NWEA                             | Rdg. 136.65  | Rdg. 146.28   | Rdg. 153.09   |

| First Grade                      | Fall  | Winter   | Spring   |
|----------------------------------|---|--|--|
| Letter ID                        | Green: 54<br>Yellow: 35-53<br>Red: 34 or below                | Green: 54<br>(should be established)<br>Red: 53 or below       |  |
| MLPP<br>Rhyme/<br>Choice         | Green: 8<br>(should be established)<br>Red: 7 or below        |  |  |
| Sound ID                         | Green: 23-26<br>Yellow: 19-22<br>Red: 18 or below             | Green: 26<br>(should be established)<br>Red: 25 or below       |  |
| MLPP<br>Rhyme<br>/Supply         | Green: 8<br>(should be established)<br>Red: 7 or below        |  |  |
| MLPP<br>Onset/Rime               | Green: 8<br>(should be established)<br>Red: 7 or below        |  |  |
| MLPP<br>Blending                 | Green: 8<br>Yellow: 5-7<br>Red: 4 or below                    | Green: 8<br>(should be established)<br>Red: 7 or below         |  |
| MLPP<br>Segmenting               | Green: 8<br>Yellow: 5-7<br>Red: 4 or below                    | Green: 8<br>(should be established)<br>Red: 7 or below         |  |
| Concepts<br>of Print             | Green: 22<br>(should be established)<br>Red: 21 or below      |  |  |
| Hearing &<br>Recording<br>Sounds | Green: 27-36<br>Yellow: 18-26<br>Red: 17 or below             |  |  |
| Known<br>Words                   | Green: 30-60<br>Yellow: 20-29<br>Red: 19 or below             | Green: 45-60<br>Yellow: 35-44<br>Red: 34 or below              | Green: 60<br>Yellow: 45-59<br>Red: 44 or below                   |
| Sight Word/<br>Decodable         | Green: PP 13+<br>Yellow: PP 8-12<br>Red: PP 7 or below        | Green: P 13+<br>Yellow: PP 13-20<br>Red: PP 12 or below        | Green: 1st 13+<br>Yellow: P 13-20<br>Red: PP 20 or below         |
| DRA                              | Green: Level 4+<br>Yellow: Level 2-3 Red:<br>Level 1 or below | Green: Level 10+<br>Yellow: Level 6-8<br>Red: Level 4 or below | Green: Level 16+<br>Yellow: Level 10-14<br>Red: Level 8 or below |
| NWEA                             | Rdg. 155.93   | Rdg. 165.85  | Rdg. 171.4   |

| Second Grade             | Fall   | Winter  | Spring   |
|--------------------------|--|---|--|
| Known Words              | Green: 60<br>Yellow: 45-59<br>Red: 44 or below                   | Green: 60<br>(should be established)                              | Green: 60<br>(should be established)                           |
| Sight Word/<br>Decodable | Green: 1st 13+<br>Yellow: P 13-20<br>Red: PP 20 or below         | Green: 2nd 7+<br>Yellow: 1st 7-20<br>Red: P 20 or below           | Green: 2nd 13+<br>Yellow: 1st 13-20<br>Red: P 20 or below      |
| DRA                      | Green: Level 16+<br>Yellow: Level 10-14<br>Red: Level 8 or below | Green: Level 20+<br>Yellow: Level 16-18<br>Red: Level 14 or below | Green: Level 28+<br>Yellow: Level 24<br>Red: Level 20 or below |
| NWEA                     | Rdg. 172.35  | Rdg. 181.2  | Rdg. 185.57  |





# EASTPOINTE COMMUNITY SCHOOLS

## Steps to Completing the Developmental Reading Assessment (DRA) K-2

1. Administer a DRA Benchmark Assessment until an instructional level of 90-94% accuracy is achieved.
2. Assign a score using the fluency rubric.
3. Ask student to give an oral retelling of the story.
4. Assign a score using the retelling/comprehension rubric.

**DRA levels 1-2:** If a child scores 1 or below in fluency and/or a comprehension, administer an ORR one DRA level below. **Continue until the child scores a 2 in fluency and a 2 in comprehension. This will be the child's instructional level.**

**DRA levels 3-16:** If a child scores a 1 in fluency and/or a 2 or below in comprehension, administer an ORR one DRA level below. **Continue until the child scores a 2 in fluency and a 3 in comprehension. This will be the child's instructional level.**

**DRA levels 18-40:** If a child scores 2 or below in fluency and/or comprehension, administer an ORR one DRA level below. **Continue until the child scores a 3 in fluency and a 3 in comprehension. This will be the child's instructional level.**

*\*Once a student reaches DRA 20, student must be able to successfully complete a written retell to advance to the next DRA level.*



# EASTPOINTE COMMUNITY SCHOOLS

## DRA Assessment Guidelines K-2

### **1. Select the appropriate text from the DRA kit (know the text)**

### **2. Copy observation guide for story used**

### **3. Introduction to the text**

- Teacher reads or says italicized print to the child

#### **Previewing the pictures and Predicting**

- Teacher checks the phrase that best describes how student responds
- Teacher reads title again

### **4. Oral Reading and Strategies used**

- Teacher records student miscues, including:  
Substitutions  
Omissions  
Insertions  
Repetitions and Self Corrections – not an error
- Words supplied by the teachers are miscues – Mark with a (T)
- Count all miscues on the record. This determines the student's percentage of accuracy
- Teacher checks the phrases under each section that best describes the student's uses while reading. Note the reader's phrasing and fluency, and attention to punctuation. May use space for additional comments

### **5. Comprehension and Response**

- Close the book for retelling  
Teacher says, "Start at the beginning and tell me what happened in the story."  
Highlight or underline information included in their retelling  
Student does NOT need to use the exact words in order to get credit for the statement, idea, action, or event
- Teacher may choose to write TP (teacher prompt) next to information gained by a prompt or question used after retelling
- Checks beside each question or prompt indicate how much support was given during and after the retelling

#### **Response and Prompts**

- These provide students with the opportunity to express their thoughts
- These reveal what kind of connections are being made

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### **DRAComprehension Rubric**

- Circle the number of the statement that captures what the student did during retelling. Total number circled indicates the level of comprehension

### **6. Reading Preferences**

- **These questions help determine student's attitude toward reading**



# EAST POINTE COMMUNITY SCHOOLS

## DRA Oral Reading Fluency 4 Point Scoring Rubric

### **4 - Fluent, phrased reading**

Reads primarily in larger meaningful phrases: fluent, phrased reading with a few word-by-word slow downs for problem-solving; expressive interpretation is evident at places throughout the reading; attention to punctuation and syntax; rereading for problem-solving may be present but reading is generally fluent.

### **3 - Mixed word-by-word and phrased reading**

A mixture of word-by-word reading and fluent, phrased reading (expressive interpretation); there is evidence of attention to punctuation and syntax; reading for problem-solving may be present.

### **2 - Mostly word-by-word reading**

Mostly word-by-word reading but with some two-word and even a couple three or four-word phrases (expressive interpretation); evidence of awareness of syntax and punctuation, although not consistently so: rereading for problem-solving may be present.

### **1 - All word-by-word**

Very little: all word-by-word reading with some long pauses between words; almost no recognition of syntax or phrasing (expressive interpretation); very little evidence of awareness of punctuation; perhaps a couple of two-word phrases but generally disfluent; some word groupings awkward.



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## Sight Word Decodable DRA Correlation

This may be helpful with initial DRA/book level placement. If students score within these levels on the Sight Word Decodable Assessment, it is a starting point to begin the DRA Assessment.

Pre-primer: DRA A - 4

Primer: DRA 6 - 8

First Grade: DRA 10 - 14

Second Grade: DRA 16 - 24

Third Grade: DRA 28 - 38

