

# Lonedell R-14 School District Dyslexia Plan 2024-2025

The purpose of this document is to outline the actions of the Lonedell R-14 School District as it relates to identifying and servicing students at-risk for dyslexia. This is in accordance with the Missouri Department of Elementary and Secondary Education dyslexia guidance document and screening organizer.

**Note: This planning framework was developed to assist LEA's. Its use or submission is not required by DESE.**

## Screening

The following assessment tools will be utilized as evidence of student performance related to the skills listed below. These skills are listed in the DESE dyslexia guidance document and screening organizer for each grade level. Screening will identify students who are at risk of reading failure, be used to identify need for intervention, and set goals for achievement.

The following actions will be taken in accordance with state department guidance:

### First through third grade:

- All students will be screened within the first thirty days of the year, mid and end of the year benchmarking.
- Progress monitoring shall occur for students not meeting norms.

### Kindergarten:

- All students will be screened by January 31, 2025.
- Kindergarten students will be screened at the end of the year.
- Progress monitoring shall occur for students not meeting norms.

### Other Screenings:

- Screening will include K-3 students transferring from a school within state (not previously screened) and those students transferring from another state.
- A student will be screened in grades 4-12 if they are experiencing consistent difficulty in:
  - phonological awareness
  - phonics,
  - fluency
  - comprehensionas noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.

## **Exemptions**

Exemptions to screening exist. Included in this list are:

- students with a current diagnosis of dyslexia,
- students with intellectual disabilities
- students with sensory impairment (vision/hearing).

English Learners may potentially have characteristics of dyslexia. These students are at times missed because difficulties in reading can be erroneously blamed on language acquisition. These students may be screened for dyslexia related risk factors.

Classroom teachers and title staff will administer screenings as appropriate. Training for individuals is outlined in the professional development section of this document.

<b>Kindergarten</b>			
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>	<b>SCORED</b>
*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	NWEA MAP Reading Fluency	November 2024 May 2025	On iPad Individually
*Letter Naming Fluency	NWEA MAP Reading Fluency	November 2024 May 2025	On iPad Individually
*Rapid Automatic Naming	NWEA MAP Reading Fluency - RAN	November 2024 May 2025	On iPad Individually
*Sound/Symbol Recognition	NWEA MAP Reading Fluency	November 2024 May 2025	On iPad Individually

<b>First Grade</b>			
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>	<b>SCORED</b>
*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually
*Letter Naming Fluency	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually
*Rapid Automatic Naming	NWEA MAP Reading Fluency - RAN	Sept 2024 Jan 2025 May 2025	On iPad Individually
*Phonics/Sound- Symbol Recognition	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually
*Reading Comprehension	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually
Word Recognition Fluency	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually
Listening Comprehension	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually

<b>Second Grade</b>			
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BOY; MOY; E]Y]</b>	<b>SCORED</b>
*Phonological/Phonemic Awareness  *Phonics	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually
*Orthography (spelling)	Writing Samples	Throughout the year	
*Oral Reading Fluency	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually
*Reading Comprehension	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually

<b>Third Grade</b>			
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>	<b>SCORED</b>
*Phonics	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually
*Orthography (spelling)	Writing Samples	Throughout the year	
*Oral Reading Fluency	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually
*Reading Comprehension	NWEA MAP Reading Fluency	Sept 2024 Jan 2025 May 2025	On iPad Individually

<b>Fourth/Fifth Grade</b>		
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonics	NWEA MAP READING FLUENCY	Give as Needed
Orthography (spelling)	Writing Samples LETRS Spelling Screener	
Oral Reading Fluency	NWEA MAP READING FLUENCY	
Reading Comprehension	NWEA MAP READING FLUENCY	
Listening Comprehension	NWEA MAP READING FLUENCY	
Phonological/Phonemic Awareness*	PAST	
Rapid Automatic Naming		

<b>Sixth-Eighth Grade</b>		
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonological/Phonemic Awareness	PAST	Give as Needed
Phonics	NWEA MAP READING FLUENCY	
Orthography (spelling)	LETRS Spelling Screener Writing Samples	
Oral Reading Fluency	NWEA MAP READING FLUENCY	
Reading Comprehension	NWEA MAP READING FLUENCY	
Listening Comprehension	NWEA MAP READING FLUENCY	
Rapid Automatic Naming		

## **Analysis of Data**

Assessment results will be analyzed in grade level or content area data teams through a **systematic process** consistent throughout the district. These systems and processes should be utilized throughout the year, including **progress monitoring** periods. Students with deficits according to the assessments listed above will have **specific identified instructional focus** in the areas of phonological awareness, phonics, fluency, or comprehension as noted by the assessment.

## **Intervention, Supports, and Accommodations**

Students will receive Tier 1 core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, Lonedell School District will provide support consistent with the findings of the assessments listed above.

Interventions: *See Screening Organizer*

Supports and Accommodations List: *See DESE Guidance Document, pp. 5-8*



**Kindergarten**

<b>Skill Component</b>	<b> Screener Score Cutoff</b>	<b>Classroom Diagnostic</b>	<b>Intervention</b>
Phonological /Phonemic Awareness (word, syllables, rhyming, onset-rime, blending and syllable and word segmentation)	See NWEA Interpretive Charts	PAST DRA 2 (Word Analysis)	Task involving phonological manipulation up through advanced levels (see Guidance document)  Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations LLI
Letter Naming Fluency	See NWEA Interpretive Charts		Explicit instruction using multi-sensory approaches linking letter to their names  Peer Assisted Learning Strategies (PALS) Fuchs, Vanderbilt University
Rapid Automatic Naming	See NWEA Interpretive Charts		<i>Although this component is not addressed in itself, supplemental practice for fluent working memory could be provided</i>
Sound/Symbol Recognition	See NWEA Interpretive Charts	DRA 2 Word Analysis  Cool Tools: FAIR Informal Reading Assessment (CRR)	Explicit instruction using multi-sensory approaches linking letter symbols to their sounds Explicit Instruction in Letter Naming: multisensory approach, visual discrimination, recognizing and forming letters - Child writes alphabet in both lower and upper case letters  Program examples include Wilson Foundations, Neihaus, Spire.

<b>First Grade</b>			
<b>Skill Component</b>	<b>Screeners Score Cutoff</b>	<b>Classroom Diagnostic</b>	<b>Intervention</b>
Phonological/ Phonemic Awareness (word, syllables, rhyming, onset-rime, blending and syllable and word segmentation)	See NWEA Interpretive Charts	PAST  DRA 2 (Word Analysis)	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations LLI
Letter Naming Fluency	See NWEA Interpretive Charts		
Rapid Automatic Naming	See NWEA Interpretive Charts		
Phonics Sound/Symbol Recognition	See NWEA Interpretive Charts	DRA 2 Word Analysis	Explicit instruction * using multi-sensory approaches linking letter symbols to their sounds *on letter-sound relationships, phonic blending and application within text. *addressing directionality, sequencing, and alphabetization Program examples include PALS Vanderbilt University
Reading Comprehension	See NWEA Interpretive Charts	Basic Reading Inventory, Jerry Johns Informal Reading Inventory	
Word Recognition Fluency	See NWEA Interpretive Charts	Basic Reading Inventory, Jerry Johns Informal Reading Inventory	
Listening Comprehension	See NWEA Interpretive Charts		

**Second Grade**

<b>Skill Component</b>	<b>Screener Score Cutoff</b>	<b>Classroom Diagnostic</b>	<b>Intervention</b>
Phonological Phonemic Awareness	See NWEA Interpretive Charts	PAST DRA 2 Word Analysis	Task involving phonological manipulation up through advanced levels (see Guidance document)  Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations; REWARDS; LTRS; RAVE-O; Language!
Phonics	See NWEA Interpretive Charts	DRA 2 Word Analysis	Explicit and systematic instruction on letter-sound relationships, phonic blending, and application within text. Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); RAVE-O Wilson Foundations; REWARDS; Language!
Orthography	Writing Samples	Words Their Way Spelling Inventory	Explicit instruction in phonics
Oral Reading Fluency	See NWEA Interpretive Charts	DRA 2 Oral Reading Cool Tools Informal Reading Assessments – Florida Center	Explicit instruction in *word identification, build sight vocabulary, phrasing, and fluency practice Program examples include: Read Well, Read Naturally, PALS, RAVE-O; Six Minute Solution
Reading Comprehension	See NWEA Interpretive Charts	DRA 2 Oral Reading	Explicit instruction in vocabulary and application of decoding within text. Explicit instruction in metacognitive reading strategies.

**Third Grade**

<b>Skill Component</b>	<b>Screeners Score Cutoff</b>	<b>Classroom Diagnostic</b>	<b>Intervention</b>
Phonics	See NWEA Interpretive Charts	<b>PAST</b>  <b>DRA 2 Word Analysis</b>	Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text.  Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Wilson Foundations; REWARDS; LTRS; RAVE-O; Language!
Orthography	Writing Samples	<b>Words Their Way</b> Spelling Inventory	Explicit instruction in phonics
Oral Reading Fluency	See NWEA Interpretive Charts	<b>DRA2</b> (Oral Reading)	Explicit instruction in word identification, phonics, sight vocabulary, fluency practice  Program examples include: Read Well, Read Naturally, RAVE-O; PALS, Six Minute Solution
Reading Comprehension	See NWEA Interpretive Charts	<b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research	Explicit instruction in vocabulary and linking decoding within text. Explicit instruction in metacognitive reading strategies

**Fourth/Fifth Grade**

<b>Skill Component</b>	<b>Screener Score Cutoff</b>	<b>Classroom Diagnostic</b>	<b>Intervention</b>
Phonics	See NWEA Interpretive Charts		
Orthography (spelling)	LETRS Spelling	<b>Words Their Way</b> Spelling Inventory	Explicit instruction in phonics
Oral Reading Fluency	See NWEA Interpretive Charts	<b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research (through 5 <sup>th</sup> grade) <b>DRA2</b> (oral reading) <b>Basic Reading Inventory (BRI)</b> <b>Jerry Johns Informal Reading Inventory (IRI)</b> <b>Roe &amp; Burns</b>	Explicit instruction in word identification, phonics, sight vocabulary, fluency practice  Program examples include Read Well, Read Naturally, PAL, Six Minute Solution
Reading Comprehension	See NWEA Interpretive Charts	<b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research (through 5 <sup>th</sup> grade) <b>DRA2</b> (oral reading) <b>Basic Reading Inventory (BRI)</b> <b>Jerry Johns Informal Reading Inventory (IRI)</b> <b>Roe &amp; Burns</b>	Explicit instruction in vocabulary and linking decoding within text.  Explicit instruction in metacognitive reading strategies.
Listening Comprehension	See NWEA Interpretive Charts		
Phonological/Phonemic Awareness *	See NWEA Interpretive Charts	<b>Phonological Awareness Skills Screener (PASS)</b> <b>Phonological Awareness Skills Test (PAST)</b> <b>DRA2 (word analysis)</b> <b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research (through 5 <sup>th</sup> grade)	Task involving Phonological manipulation up through advanced levels  Program examples include: Literacy Resources Inc. (Heggerty) Equipped for Reading Success (Kilpatrick) Lips (Lindamood Bell) Wilson Foundations REWARDS Language!
Rapid Automatic Naming	See NWEA Interpretive Charts		

Sixth-Eighth Grade			
Skill Component	Screener Score Cutoff	Classroom Diagnostic	Intervention

### Submission of Core Data to DESE

The following information will be submitted annually as Core Data to DESE for grades K-3.

- **Screened:** Y/N
- **Screening Tools Used**
- **At Risk:** Y/N
- **Action Taken Beyond Tier 1:**
  - Title I
  - Interventionist
  - RtI
  - Paraprofessional
  - SLP
  - Other, specify

## Professional Development for Dyslexia

The Lonedell R-14 School District will provide two hours of dyslexia in-service training to all practicing staff grades kindergarten-twelve during the 2018-2019 school year. The training may include an introduction to dyslexia, dyslexia simulation; provide information on intervention, screening, progress monitoring, data based decision making, fidelity, and classroom supports.

<b>Training Needed</b>	<b>Staff to Attend</b>	<b>Date of Initial Training</b>	<b>Dates of Follow Up Training</b>
2 Hour Training Required (Topics)	K-12 All practicing staff	August 2018	August 2019 August 2020 August 2021 August 2022 August 2023 August 2024
(Assessment)			
(Analysis of assessment)			
(Intervention)			

## Communication to District Staff and Board of Education

Lonedell R-14 School District staff and board of education will be provided information in spring 2024 regarding the district dyslexia plan. The following information will be provided to staff pertaining to screening, analysis, intervention, professional development, and communication to stakeholders.

The school district will continue to update and provide information to school district staff and the board of education on a routine basis during the 2024-2025 school year.

<b>Communication Action Steps</b>	<b>Audience</b>	<b>Format</b>	<b>Dates</b>

## Parent Communication

Lonedell R-14 School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district. (See *DESE Guidance Document, Appendix D*)

Communication Action Steps	Audience	Format	Dates



# NWEA Interpretive Charts

Legend	No Expectation*	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	
*No Expectation appears for terms when pre-K students are not expected to achieve competency for a given level of Foundational Skills.						
Term	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Pre-K</b>						
Fall	No Expectation*	Exceeds Expectations				
Winter	No Expectation*	Exceeds Expectations				
Spring	Approaching Expectations	Meets Expectations	Exceeds Expectations			
<b>Kindergarten</b>						
Fall	Approaching Expectations	Meets Expectations	Exceeds Expectations			
Winter	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations		
Spring	Below Expectations		Approaching Expectations	Meets Expectations	Exceeds Expectations	
<b>First Grade</b>						
Fall	Below Expectations		Approaching Expectations	Meets Expectations	Exceeds Expectations	
Winter	Below Expectations			Approaching Expectations	Meets Expectations	
Spring	Below Expectations				Approaching Expectations	Meets Expectations
<b>Second Grade</b>						
Fall	Below Expectations			Approaching Expectations	Meets Expectations	
Winter	Below Expectations				Meets Expectations	
Spring	Below Expectations				Meets Expectations	
<b>Third Grade and Above</b>						
Fall	Below Expectations				Meets Expectations	
Winter	Below Expectations				Meets Expectations	
Spring	Below Expectations				Meets Expectations	

*Language Comprehension (Listening Comprehension and Picture Vocabulary)*

**Note:** Language Comprehension performance levels each use a raw score rather than ZPD.

**Listening Comprehension—Fall, Winter, Spring**

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	9+	12+	N/A	N/A	N/A
Meets Expectations	7–8	9–11	12+	12+	12+
Approaching Expectations	0–6	7–8	9–11	9–11	9–11
Below Expectations	N/A	0–6	0–8	0–8	0–8

**Picture Vocabulary—Fall, Winter, Spring**

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	9+	12+	N/A	N/A	N/A
Meets Expectations	7–8	9–11	12+	12+	12+
Approaching Expectations	0–6	7–8	9–11	9–11	9–11
Below Expectations	N/A	0–6	0–8	0–8	0–8

*Print Concepts (Beginner Form Only)*

**Print Concepts—Fall**

Expectation Level	Pre-K	K	Grade 1+
Meets Expectations	N/A	4–6	6
Approaching Expectations	N/A	2–3	5
Below Expectations	N/A	0–1	0–4
No Expectations	0–6	N/A	N/A

**Print Concepts—Winter**

Expectation Level	Pre-K	K	Grade 1+
Meets Expectations	4–6	6	6
Approaching Expectations	2–3	5	N/A
Below Expectations	0–1	0–4	0–5
No Expectations	N/A	N/A	N/A

Print Concepts—Spring

Expectation Level	Pre-K	K	Grade 1+
Meets Expectations	6	6	6
Approaching Expectations	5	N/A	N/A
Below Expectations	0–4	0–5	0–5
No Expectations	N/A	N/A	N/A

Sentence Reading Fluency

English Sentence Reading Fluency—Fall

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	Accuracy is 50% or greater	Accuracy is 50% or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	N/A	N/A
Meets Expectations	N/A	N/A	Accuracy is 75–89% <b>AND</b> raw score is 6 or greater <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 6–14	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater
Approaching Expectations	N/A	N/A	Accuracy is less than 75% <b>OR</b> Raw score is less than 6	Accuracy is 75–89% <b>AND</b> raw score is 6 or greater <b>OR</b> Accuracy 90% or greater <b>AND</b> raw score is 6–14	N/A
Below Expectations	N/A	N/A	N/A	Accuracy is less than 75% <b>OR</b> Raw score is less than 6	Accuracy is less than 90% <b>OR</b> Raw score is less than 15
No Expectation	Accuracy is less than 50%	Accuracy is less than 50%	N/A	N/A	N/A

English Sentence Reading Fluency—Winter

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	Accuracy is 50% or greater	Accuracy is 75% or greater <b>AND</b> raw score is 6 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	N/A	N/A
Meets Expectations	N/A	N/A	Accuracy is 75–89% <b>AND</b> raw score is 9 or greater  <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 9–14	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater
Approaching Expectations	N/A	N/A	Accuracy is less than 75%  <b>OR</b> Raw score is less than 9	N/A	N/A
Below Expectations	N/A	N/A	N/A	Accuracy is less than 90%  <b>OR</b> Raw score is less than 15	Accuracy is less than 90%  <b>OR</b> Raw score is less than 15
No Expectation	Accuracy is less than 50%	Accuracy is less than 75%  <b>OR</b> Raw score is less than 6	N/A	N/A	N/A

English Sentence Reading Fluency—Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	Accuracy is 50% or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	N/A	N/A	N/A
Meets Expectations	N/A	Accuracy is 75–89% <b>AND</b> raw score is 6 or greater  <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 6–14	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater	Accuracy is 90% or greater <b>AND</b> raw score is 15 or greater
Approaching Expectations	N/A	Accuracy is less than 75%  <b>OR</b> Raw score is less than 6	Accuracy is 75–89% <b>AND</b> raw score is 9 or greater  <b>OR</b> Accuracy is 90% or greater <b>AND</b> raw score is 9–14	N/A	N/A
Below Expectations	N/A	N/A	Accuracy is less than 75%  <b>OR</b> Raw score is less than 9	Accuracy is less than 90%  <b>OR</b> Raw score is less than 15	Accuracy is less than 90%  <b>OR</b> Raw score is less than 15
No Expectation	Accuracy is less than 50%	N/A	N/A	N/A	N/A

## Oral Reading tables

The following tables describe the amount of accuracy students must demonstrate to reach different levels of expectation.

**Note:** In pre-K, K, and Grade 1 Fall, students are not yet expected to accomplish oral passage reading. In those cases, reports will either show "No Expectation" or "Exceeds Expectations," depending on demonstrated accuracy.

### Oral Reading accuracy

#### English

Expectation Level	Pre-K, K, and Grade 1 Fall	Grade 1 Winter and Spring	Grade 2	Grade 3	Grade 4	Grade 5+
<b>Exceeds Expectations</b>	Accuracy is 98% or greater	Accuracy is 98% or greater	Lexile* of highest accuracy is 400L or greater <b>AND</b> accuracy is 98% or greater	Lexile* of highest accuracy is 500L or greater <b>AND</b> accuracy is 98% or greater	Lexile* of highest accuracy is 600L or greater <b>AND</b> accuracy is 98% or greater	Lexile* of highest accuracy is 700L or greater <b>AND</b> accuracy is 98% or greater
<b>Meets Expectations</b>	N/A	Accuracy is 95–97%	Lexile* of highest accuracy is 400L or greater <b>AND</b> accuracy is 95–97%  OR Lexile* of highest accuracy is below 400L <b>AND</b> accuracy is 95% or greater	Lexile* of highest accuracy is 500L or greater <b>AND</b> accuracy is 95–97%  OR Lexile* of highest accuracy is below 500L <b>AND</b> accuracy is 95% or greater	Lexile* of highest accuracy is 600L or greater <b>AND</b> accuracy is 95–97%  OR Lexile* of highest accuracy is below 600L <b>AND</b> accuracy is 95% or greater	Lexile* of highest accuracy is 700L or greater <b>AND</b> accuracy is 95–97%  OR Lexile* of highest accuracy is below 700L <b>AND</b> accuracy is 95% or greater
<b>Approaching Expectations</b>	N/A	Accuracy is 90–94%	Accuracy is 90–94%	Accuracy is 90–94%	Accuracy is 90–94%	Accuracy is 90–94%
<b>Below Expectations</b>	N/A	Accuracy is less than 90%	Accuracy is less than 90%	Accuracy is less than 90%	Accuracy is less than 90%	Accuracy is less than 90%
<b>No Expectation</b>	Accuracy is less than 98%	N/A	N/A	N/A	N/A	N/A

\*Lexile Text Measure. Learn more from [Using Lexile Measurements](#).



### Words-Correct-per-Minute (WCPM) expectations

Students who received Oral Reading tasks will have a scaled WCPM score. The following tables depict the expected scaled WCPM scores for students in each grade for each term based on grade-level text. Slight adjustments are made for off-grade text.

#### Notes:

- Scaled WCPM scores are reported on English and Spanish tests, however, scaled WCPM scores should only be compared within the same language.
- The maximum reportable scaled WCPM score is 170 and the minimum is 0 for both English and Spanish tests.

For more information, review details for [Oral Reading Rate Scaled Scoring: WCPM vs WCPM \(scaled\)](#).

#### English WCPM (Scaled)—Fall

Grade Level	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Pre-K and K	N/A	N/A	N/A	Any oral reading
1	N/A	N/A	N/A	9+
2	Less than 36	36–49	50–83	84+
3	Less than 59	59–82	83–103	104+
4	Less than 75	75–93	94–124	125+
5	Less than 87	87–120	121+	N/A

#### English WCPM (Scaled)—Winter

Grade Level	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Pre-K and K	N/A	N/A	N/A	Any oral reading
1	Less than 16	16–28	29–58	59+
2	Less than 59	59–83	84–108	109+
3	Less than 79	79–96	97–136	137+
4	Less than 95	95–119	120–142	143+
5	Less than 109	109–132	133+	N/A

#### English WCPM (Scaled)—Spring

Grade Level	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Pre-K and K	N/A	N/A	N/A	Any oral reading
1	Less than 34	34–59	60–90	91+
2	Less than 72	72–99	100–123	124+
3	Less than 91	91–111	112–138	139+
4	Less than 105	105–132	133–159	160+
5	Less than 119	119–145	146+	N/A