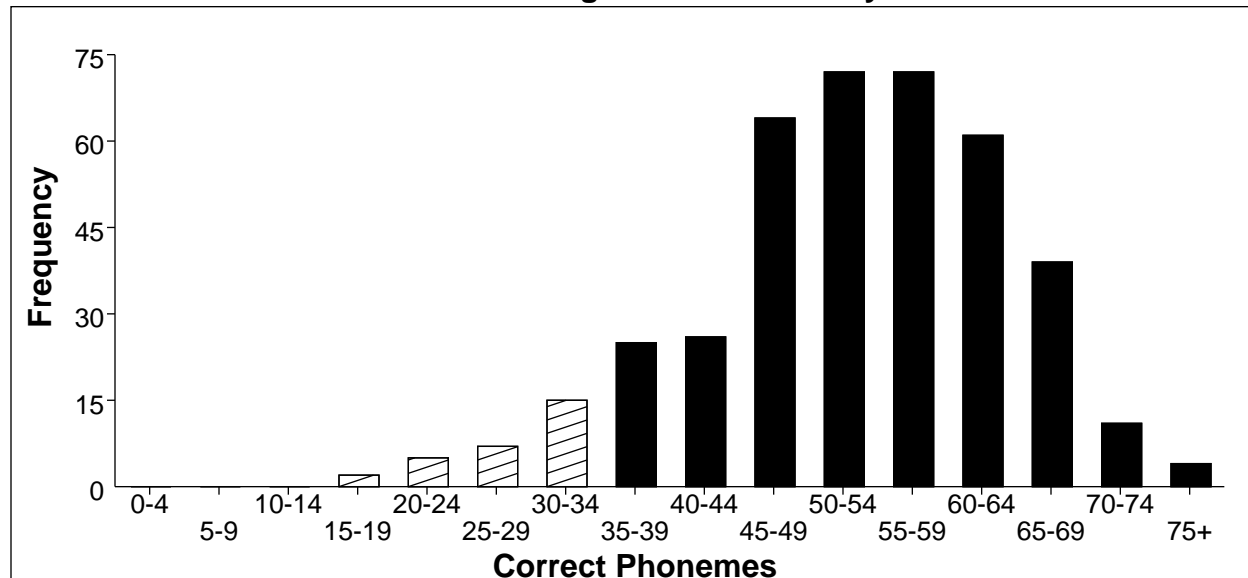


## Dynamic Indicators of Basic Early Literacy Skills First Grade District Report

District: Test District  
School: All Elementary Schools  
Date: May, 2000-2001

### Phoneme Segmentation Fluency



**Benchmark Goal:** The benchmark goal is for all children to have established phonemic awareness skills of 35 to 45 on Phoneme Segmentation Fluency by the end of Kindergarten or beginning of First Grade.

**May Status:** At the end of First Grade, students should have 35-45 sounds per minute on Phoneme Segmentation Fluency. Further progress on PSF above 45 does not appear to be necessary.

#### ■ 93% (n=374) Established

Students scoring 35-40 sounds per minute on Phoneme Segmentation Fluency at the end of First Grade have established phonemic awareness skills. They are able to segment most 3 to 5 phoneme words into their component phonemes. They have an adequate foundation in the sound structure of English to be successful in learning letter-sound correspondences and using them to decode unknown words. They are likely to achieve the next benchmark goals if provided with effective reading instruction. For these students, progress toward benchmark goals should be checked at the end of First Grade to ensure adequate growth.

#### ▨ 7% (n=29) Emerging

Students scoring between 10 and 34 sounds per minute on Phoneme Segmentation Fluency at the end of First Grade have emerging phonemic awareness skills. Students with emerging phonemic awareness skills are not fluent and confident in their knowledge of the sound structure of English. Students scoring in this range at the end of First Grade are likely to need additional instructional support in phonemic awareness and alphabetic principle to achieve benchmark goals. Progress toward benchmark goals should be monitored at least monthly.

#### □ 0% (n=0) Deficit

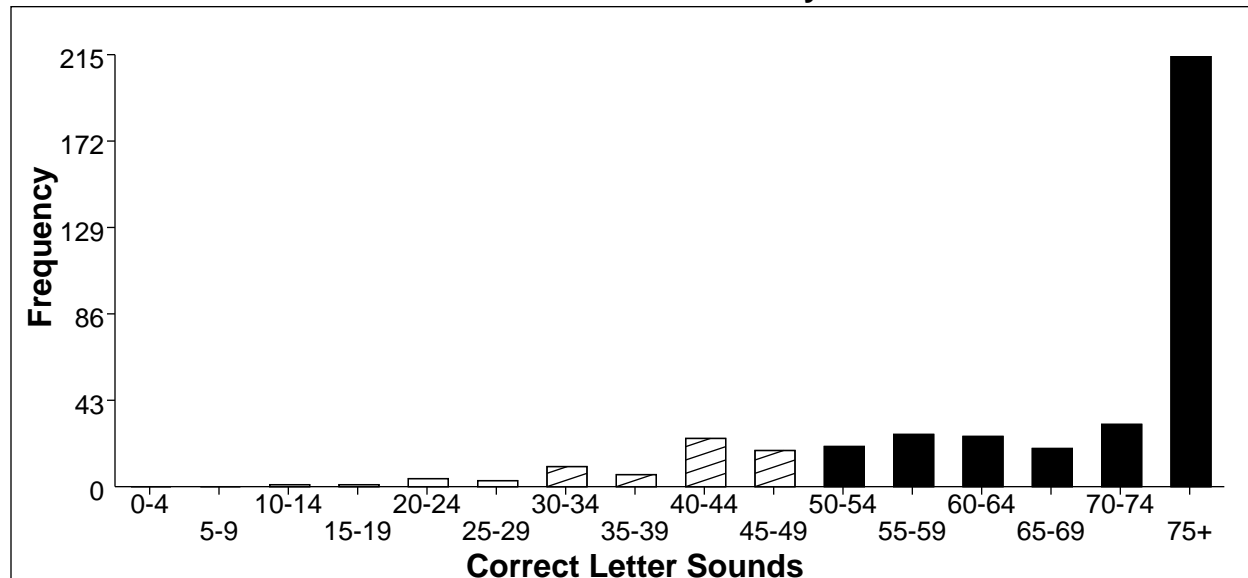
Students scoring below 10 sounds per minute on Phoneme Segmentation Fluency at the end of First Grade have a deficit in phonemic awareness. They have not learned the sound structure of English and do not have an adequate foundation to learn the alphabetic principle easily. Students scoring in this range at the end of First Grade are likely to need intensive intervention in phonemic awareness and alphabetic principle to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every 2 weeks.

Note: Split bars where the bottom part indicates "at risk" and the top part indicates "some risk" or where the bottom part indicates "some risk" and the top part indicates "low risk" are used when the cutoff scores for "at risk" or "some risk" occur in the middle of a score range. The number of students is indicated by the size of the part.

## Dynamic Indicators of Basic Early Literacy Skills First Grade District Report

District: Test District  
School: All Elementary Schools  
Date: May, 2000-2001

### Nonsense Word Fluency



**Benchmark Goal:** The benchmark goal is for all children to have established alphabetic principle skills of 50 or more on Nonsense Word Fluency by the middle of First Grade.

**May Status:** At the end of First Grade, students should have 50 or more correct letter sounds per minute on Nonsense Word Fluency.

**■ 83% (n=335) Established**

Students scoring 50 or more letter sounds per minute on Nonsense Word Fluency at the end of First Grade have established alphabetic principle skills. They are accurate and fluent with letter-sound correspondences and are able to recode the sounds into words. They have the skills to decode unknown words and have an adequate foundation for accurate and fluent reading of connected text. Students who score in this range at the end of First Grade have an adequate foundation in the alphabetic principle for effective reading instruction.

**▨ 14% (n=58) Emerging**

Students scoring between 30 and 49 letter sounds per minute on Nonsense Word Fluency at the end of First Grade have emerging alphabetic principle skills. Students with emerging alphabetic principle skills typically have mastered some letter-sound correspondences but are not fluent in producing them. Students scoring in this range at the end of First Grade are likely to need additional instructional support in the alphabetic principle to achieve benchmark goals. Progress toward benchmark goals should be monitored monthly.

**□ 2% (n=9) Deficit**

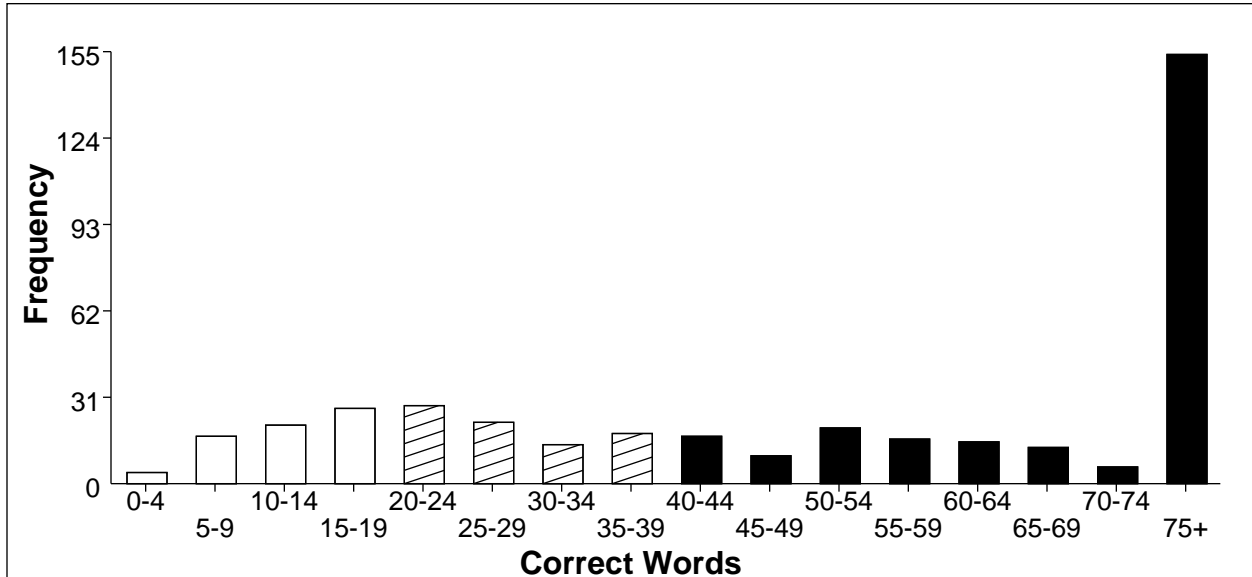
Students scoring below 30 sounds per minute on Nonsense Word Fluency at the end of First Grade have a deficit in the alphabetic principle. Students with a deficit typically are not accurate or fluent with letter-sound correspondences. Students scoring in this range at the end of First Grade are likely to need intensive intervention in the alphabetic principle to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every two weeks.

Note: Split bars where the bottom part indicates "at risk" and the top part indicates "some risk" or where the bottom part indicates "some risk" and the top part indicates "low risk" are used when the cutoff scores for "at risk" or "some risk" occur in the middle of a score range. The number of students is indicated by the size of the part.

## Dynamic Indicators of Basic Early Literacy Skills First Grade District Report

District: Test District  
School: All Elementary Schools  
Date: May, 2000-2001

### Oral Reading Fluency



**Benchmark Goal:** The benchmark goal is for all children to have established reading skills of 40 words per minute on Oral Reading Fluency by the end of First Grade.

**May Status:** At the end of First Grade, students should have 40 correct words per minute on Oral Reading Fluency.

**62% (n=251) Low Risk**

Students reading unpracticed First Grade passages at a rate of 40 or more correct words per minute on Oral Reading Fluency at the end of First Grade are established readers. Established readers read First Grade material accurately and efficiently. Their reading is characterized by increasingly fluent decoding. Students reading in this range at the end of First Grade typically begin to read with expression and enjoy the content of their reading. Progress toward benchmark goals should be checked in the beginning, middle, and end of Second Grade to ensure adequate growth.

**20% (n=82) Some Risk**

Students reading unpracticed First Grade passages at a rate of 20 to 39 correct words per minute at the end of First Grade are emerging readers. Emerging readers can decode unfamiliar first grade material but are not fluent in doing so. Students scoring in this range at the end of First Grade may need additional instructional support in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored monthly.

**17% (n=69) At Risk**

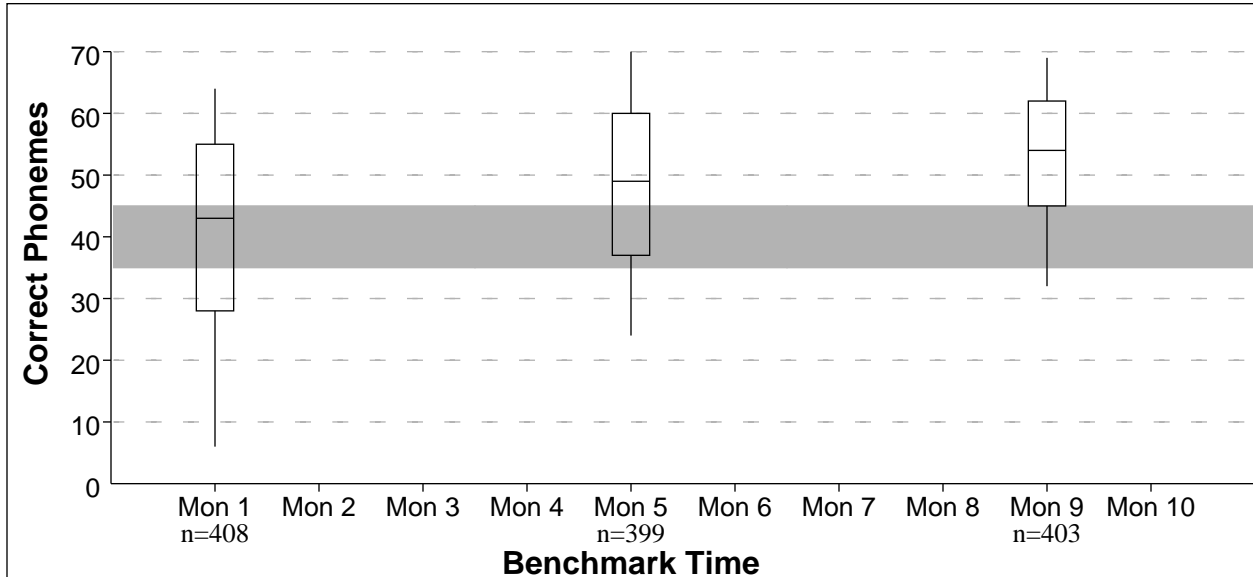
Students reading unpracticed First Grade passages at a rate of 19 or fewer correct words per minute at the end of First Grade are nonreaders. Students scoring in this range at the end of First Grade may need intensive intervention in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every 2 weeks.

Note: Split bars where the bottom part indicates "at risk" and the top part indicates "some risk" or where the bottom part indicates "some risk" and the top part indicates "low risk" are used when the cutoff scores for "at risk" or "some risk" occur in the middle of a score range. The number of students is indicated by the size of the part.

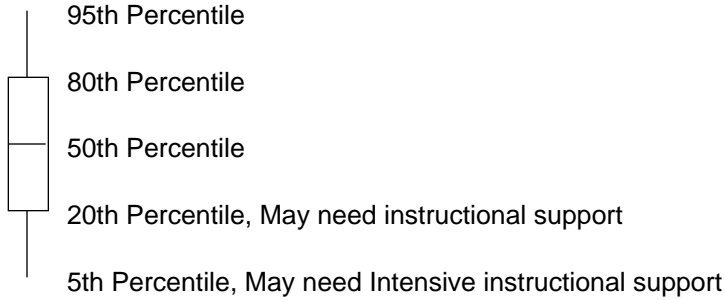
# Dynamic Indicators of Basic Early Literacy Skills First Grade District Progress Report

District: Test District  
 School: All Elementary Schools  
 Date: 2000-2001

## Phoneme Segmentation Fluency



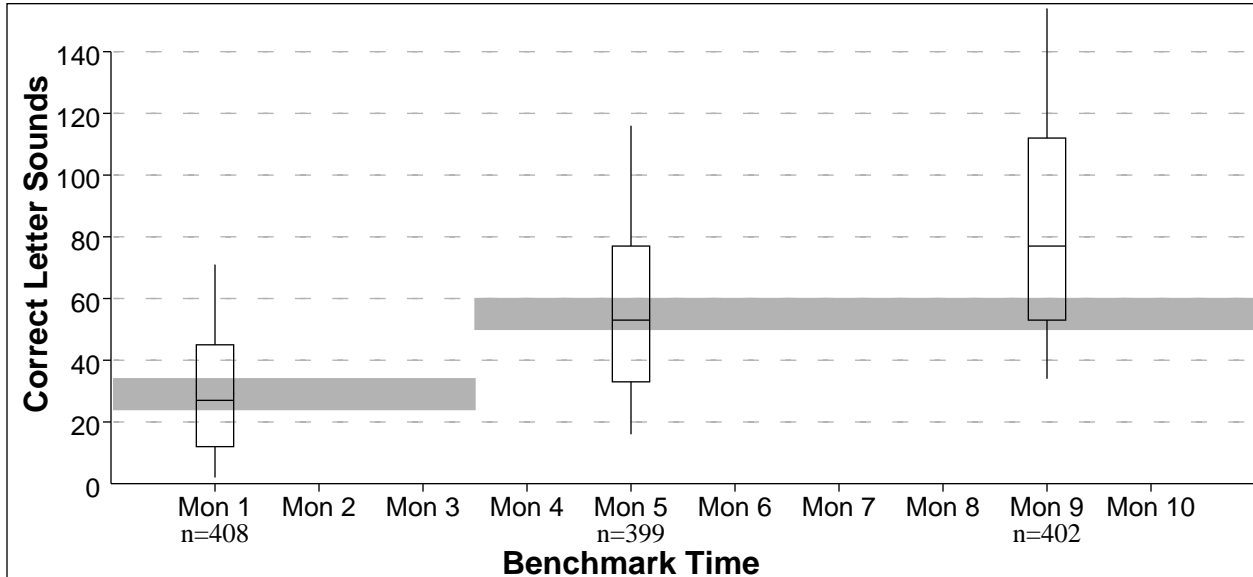
**Benchmark goal for all students:**  
 35-45 correct sounds per minute at the end of Kindergarten or beginning of First Grade.



## Dynamic Indicators of Basic Early Literacy Skills First Grade District Progress Report

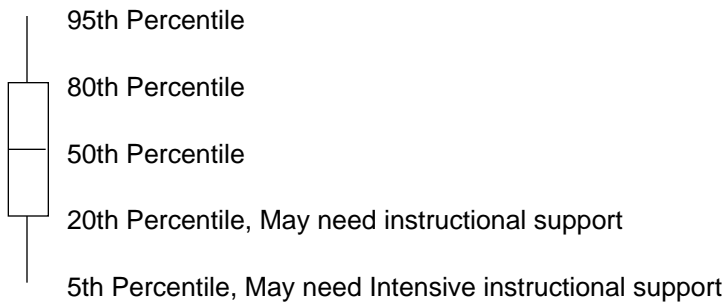
District: Test District  
 School: All Elementary Schools  
 Date: 2000-2001

### Nonsense Word Fluency



**Benchmark goal for all students:**  
 50-60 correct letter-sounds per minute in the middle of First Grade.

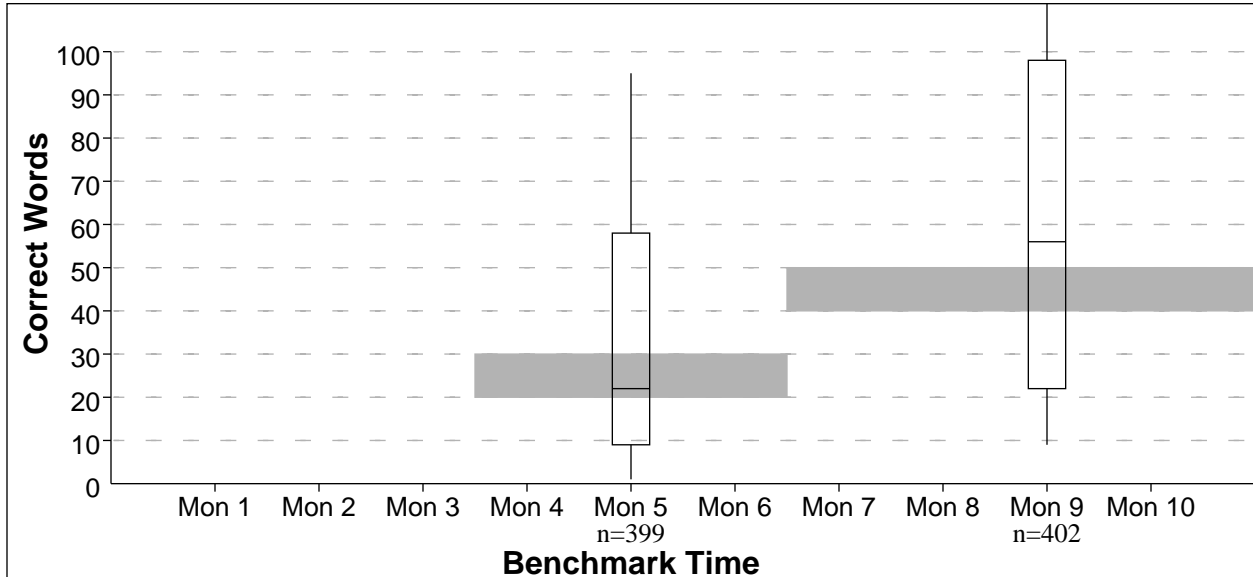
- Students scoring 24 or more in the beginning of First Grade are likely to achieve the benchmark goal with effective instruction.



# Dynamic Indicators of Basic Early Literacy Skills First Grade District Progress Report

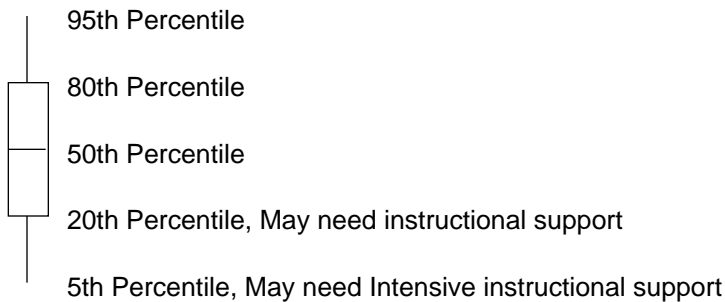
District: Test District  
 School: All Elementary Schools  
 Date: 2000-2001

## Oral Reading Fluency



Benchmark goal for all students:  
 40 correct words per minute at the end of First Grade.

- Students scoring 20 or more in the middle of First Grade are likely to achieve the benchmark goal with effective instruction.



**Dynamic Indicators of Basic Early Literacy Skills  
First Grade Participation Summary**

District: Test District  
School: All Elementary Schools  
Date: May, 2000-2001

School	Class	Enrollment	Students Tested			Month
			PSF	NWF	ORF	
Adams	Adams 1st #1	19	18	18	18	May
	Adams 1st #2	21	19	19	19	May
	Adams 1st #3	21	20	20	20	May
	Adams 1st #4	1	0	0	0	May
	Adams 1st #5	21	18	18	18	May
Garfield	Garfield 1st #1	18	18	18	18	May
	Garfield 1st #2	20	18	18	18	May
	Garfield 1st #3	16	16	16	16	May
	Garfield 1st #5	19	18	18	18	May
	Garfield 1st #6	8	0	0	0	May
Jefferson	Jefferson 1st #1	22	20	20	20	May
	Jefferson 1st #3	21	20	20	20	May
	Jefferson 1st #4	23	20	20	20	May
Lincoln	Lincoln 1st #3	23	22	22	22	May
	Lincoln 1st #7	24	23	22	22	May
	Lincoln 1st #8	4	0	0	0	May
	Lincoln 1st #9	22	21	21	21	May
McKinley	McKinley 1st #1	12	9	9	9	May
	McKinley 1st #3	10	8	8	8	May
	McKinley 1st #4	13	11	11	11	May
	McKinley 1st #5	14	13	13	13	May
	McKinley 1st #6	12	11	11	11	May
Washington	Washington 1st #1	21	20	20	20	May
	Washington 1st #3	22	21	21	21	May
	Washington 1st #5	19	19	19	19	May
	Washington 1st #6	21	19	19	19	May

**Dynamic Indicators of Basic Early Literacy Skills  
First Grade Local Norms**

District: Test District  
School: All Elementary Schools  
Date: May, 2000-2001

LNF = Letter Naming Fluency  
PSF = Phoneme Segmentation Fluency  
NWF = Nonsense Word Fluency  
ORF = Oral Reading Fluency

Score	September			January			May		
	LNF	PSF	NWF	PSF	NWF	ORF	PSF	NWF	ORF
0	< 1	< 1	2	< 1	< 1	2	< 1	< 1	< 1
1	< 1	2	4	< 1	< 1	6	< 1	< 1	< 1
2	< 1	3	5	< 1	< 1	7	< 1	< 1	< 1
3	1	3	6	< 1	1	9	< 1	< 1	< 1
4	2	4	8	< 1	1	11	< 1	< 1	< 1
5	2	4	10	< 1	1	12	< 1	< 1	1
6	4	5	11	< 1	1	15	< 1	< 1	2
7	5	5	13	< 1	2	17	< 1	< 1	3
8	6	6	14	< 1	2	19	< 1	< 1	4
9	7	6	15	< 1	3	22	< 1	< 1	5
10	8	7	17	< 1	3	24	< 1	< 1	7
11	10	8	19	< 1	3	26	< 1	< 1	8
12	11	9	21	1	4	29	< 1	< 1	8
13	12	9	23	2	4	31	< 1	< 1	9
14	13	9	25	2	4	34	< 1	< 1	10
15	15	10	26	2	4	37	< 1	< 1	11
16	16	11	27	2	5	40	< 1	< 1	13
17	17	11	30	2	5	44	< 1	< 1	14
18	18	12	32	2	5	45	< 1	< 1	16
19	19	13	34	2	6	46	< 1	< 1	17
20	21	13	36	2	6	48	< 1	< 1	18
21	22	14	37	3	7	49	< 1	< 1	19
22	23	15	38	4	8	50	< 1	< 1	21
23	25	16	40	4	8	51	< 1	1	22
24	27	16	42	5	9	52	1	1	24
25	28	17	44	5	10	53	2	1	25
26	29	18	47	6	10	54	2	2	26
27	31	19	51	7	11	55	2	2	27
28	33	20	54	8	13	57	3	2	27
29	35	20	56	9	15	58	3	2	29
30	37	21	58	10	16	58	4	2	30
31	38	22	61	11	17	58	4	3	31
32	41	24	63	12	18	59	5	4	32
33	43	25	64	14	20	60	6	4	32
34	45	27	66	15	21	60	7	5	33
35	47	29	67	17	22	61	8	5	33
36	50	31	68	18	23	63	9	5	34
37	52	34	70	20	24	64	10	5	34
38	54	37	71	23	25	66	11	6	35
39	56	41	72	26	28	67	13	6	37
40	58	44	73	28	29	68	14	7	38
41	61	46	75	31	30	68	15	8	39
42	63	49	77	34	32	69	16	8	40
43	65	51	78	37	33	70	17	10	41
44	67	54	79	38	34	71	19	12	42
45	69	56	80	39	36	72	22	13	42
46	70	58	81	41	38	73	26	14	42
47	72	60	82	45	40	74	29	15	43
48	74	63	83	48	42	74	31	16	44
49	75	65	84	52	43	75	34	16	44
50	77	68	85	55	45	76	38	17	45
51	79	71	86	58	47	77	42	18	47
52	80	74	87	60	48	78	44	19	47
53	81	76	87	64	50	79	48	20	48
54	83	79	88	67	52	79	52	21	49
55	85	81	89	69	53	79	55	22	49
56	85	84	89	71	56	79	58	23	50
57	86	85	90	73	57	79	62	24	51
58	86	87	91	75	58	80	66	25	52
59	87	89	91	77	60	80	69	27	53

**Dynamic Indicators of Basic Early Literacy Skills  
First Grade Local Norms**

District: Test District  
School: All Elementary Schools  
Date: May, 2000-2001

LNF = Letter Naming Fluency  
PSF = Phoneme Segmentation Fluency  
NWF = Nonsense Word Fluency  
ORF = Oral Reading Fluency

Score	September			January			May		
	LNF	PSF	NWF	PSF	NWF	ORF	PSF	NWF	ORF
60	88	91	92	80	61	81	74	29	53
61	90	92	92	82	64	81	78	30	54
62	91	94	92	84	65	82	80	32	55
63	92	94	92	86	67	83	82	33	56
64	93	95	92	88	68	84	85	34	56
65	94	95	92	89	69	84	88	35	57
66	95	96	93	91	70	84	90	35	57
67	96	96	93	92	71	85	92	36	58
68	98	96	93	93	73	86	94	37	59
69	98	97	94	94	74	86	96	39	60
70	98	97	94	95	75	87	97	40	60
71	99	98	95	96	76	87	97	42	61
72	99	98	95	97	77	87	98	43	61
73	99	99	95	97	78	88	98	45	61
74	99	> 99	95	97	79	88	99	46	61
75	99	> 99	95	98	79	88	> 99	48	62
76	> 99	> 99	95	99	79	89	> 99	49	63
77	> 99	> 99	95	99	80	89	> 99	50	63
78	> 99	> 99	95	> 99	81	89	> 99	52	64
79	> 99	> 99	95	> 99	81	90	> 99	54	65
80	> 99	> 99	96	> 99	81	90	> 99	55	67
81	> 99	> 99	96	> 99	82	91	> 99	56	68
82	> 99	> 99	96	> 99	83	91	> 99	58	69
83	> 99	> 99	96	> 99	83	91	> 99	59	70
84	> 99	> 99	96	> 99	84	91	> 99	60	71
85	> 99	> 99	97	> 99	84	91	> 99	61	72
86	> 99	> 99	97	> 99	84	91	> 99	62	72
87	> 99	> 99	97	> 99	85	92	> 99	63	73
88	> 99	> 99	97	> 99	85	92	> 99	64	73
89	> 99	> 99	97	> 99	85	93	> 99	65	73
90	> 99	> 99	97	> 99	86	93	> 99	66	74
91	> 99	> 99	97	> 99	87	94	> 99	67	74
92	> 99	> 99	97	> 99	87	94	> 99	68	75
93	> 99	> 99	97	> 99	87	94	> 99	69	76
94	> 99	> 99	97	> 99	88	94	> 99	70	76
95	> 99	> 99	97	> 99	89	95	> 99	71	77
96	> 99	> 99	97	> 99	89	95	> 99	72	78
97	> 99	> 99	97	> 99	89	96	> 99	72	79
98	> 99	> 99	97	> 99	89	96	> 99	73	80
99	> 99	> 99	97	> 99	90	96	> 99	73	80
100	> 99	> 99	97	> 99	90	96	> 99	74	81
101	> 99	> 99	97	> 99	90	96	> 99	75	82
102	> 99	> 99	97	> 99	90	97	> 99	76	83
103	> 99	> 99	97	> 99	91	97	> 99	76	83
104	> 99	> 99	97	> 99	91	97	> 99	77	84
105	> 99	> 99	97	> 99	92	97	> 99	77	84
106	> 99	> 99	98	> 99	92	97	> 99	78	85
107	> 99	> 99	98	> 99	92	97	> 99	78	85
108	> 99	> 99	98	> 99	93	97	> 99	78	86
109	> 99	> 99	98	> 99	93	97	> 99	78	87
110	> 99	> 99	98	> 99	93	97	> 99	79	87
111	> 99	> 99	98	> 99	94	97	> 99	79	87
112	> 99	> 99	98	> 99	94	97	> 99	80	88
113	> 99	> 99	98	> 99	94	98	> 99	81	88
114	> 99	> 99	99	> 99	94	98	> 99	81	89
115	> 99	> 99	99	> 99	94	98	> 99	81	90
116	> 99	> 99	99	> 99	95	98	> 99	82	90
117	> 99	> 99	99	> 99	95	98	> 99	82	90
118	> 99	> 99	99	> 99	95	98	> 99	83	90
119	> 99	> 99	99	> 99	95	98	> 99	83	91

**Dynamic Indicators of Basic Early Literacy Skills  
First Grade Local Norms**

District: Test District  
School: All Elementary Schools  
Date: May, 2000-2001

LNF = Letter Naming Fluency  
PSF = Phoneme Segmentation Fluency  
NWF = Nonsense Word Fluency  
ORF = Oral Reading Fluency

Score	September			January			May		
	LNF	PSF	NWF	PSF	NWF	ORF	PSF	NWF	ORF
120	> 99	> 99	99	> 99	96	98	> 99	84	91
121	> 99	> 99	99	> 99	96	98	> 99	84	92
122	> 99	> 99	99	> 99	96	98	> 99	85	92
123	> 99	> 99	99	> 99	96	98	> 99	85	93
124	> 99	> 99	99	> 99	96	98	> 99	85	93
125	> 99	> 99	99	> 99	96	98	> 99	86	94
126	> 99	> 99	99	> 99	96	98	> 99	86	94
127	> 99	> 99	> 99	> 99	96	98	> 99	86	94
128	> 99	> 99	> 99	> 99	96	98	> 99	87	94
129	> 99	> 99	> 99	> 99	96	98	> 99	87	95
130	> 99	> 99	> 99	> 99	96	98	> 99	87	95
131	> 99	> 99	> 99	> 99	97	98	> 99	88	95
132	> 99	> 99	> 99	> 99	97	98	> 99	88	95
133	> 99	> 99	> 99	> 99	97	98	> 99	88	95
134	> 99	> 99	> 99	> 99	97	98	> 99	89	96
135	> 99	> 99	> 99	> 99	97	98	> 99	89	96
136	> 99	> 99	> 99	> 99	97	98	> 99	89	96
137	> 99	> 99	> 99	> 99	97	98	> 99	89	96
138	> 99	> 99	> 99	> 99	98	98	> 99	89	96
139	> 99	> 99	> 99	> 99	98	99	> 99	90	96
140	> 99	> 99	> 99	> 99	98	99	> 99	90	97
141	> 99	> 99	> 99	> 99	98	99	> 99	90	97
142	> 99	> 99	> 99	> 99	98	99	> 99	90	97
143	> 99	> 99	> 99	> 99	98	99	> 99	91	97
144	> 99	> 99	> 99	> 99	98	99	> 99	91	97
145	> 99	> 99	> 99	> 99	98	99	> 99	92	97
146	> 99	> 99	> 99	> 99	98	99	> 99	92	97
147	> 99	> 99	> 99	> 99	99	99	> 99	92	97
148	> 99	> 99	> 99	> 99	99	99	> 99	93	97
149	> 99	> 99	> 99	> 99	99	> 99	> 99	93	97
150	> 99	> 99	> 99	> 99	99	> 99	> 99	93	97
151	> 99		> 99		99	> 99		94	97
152	> 99		> 99		99	> 99		94	98
153	> 99		> 99		99	> 99		94	98
154	> 99		> 99		99	> 99		95	98
155	> 99		> 99		99	> 99		95	98
156	> 99		> 99		99	> 99		95	99
157	> 99		> 99		> 99	> 99		96	99
158	> 99		> 99		> 99	> 99		96	99
159	> 99		> 99		> 99	> 99		96	99
160	> 99		> 99		> 99	> 99		97	99
161	> 99		> 99		> 99	> 99		97	99
162	> 99		> 99		> 99	> 99		97	99
163	> 99		> 99		> 99	> 99		97	> 99
164	> 99		> 99		> 99	> 99		97	> 99
165	> 99		> 99		> 99	> 99		97	> 99
166	> 99		> 99		> 99	> 99		98	> 99
167	> 99		> 99		> 99	> 99		98	> 99
168	> 99		> 99		> 99	> 99		98	> 99
169	> 99		> 99		> 99	> 99		98	> 99
170	> 99		> 99		> 99	> 99		98	> 99
171	> 99		> 99		> 99	> 99		98	> 99
172	> 99		> 99		> 99	> 99		98	> 99
173	> 99		> 99		> 99	> 99		98	> 99
174	> 99		> 99		> 99	> 99		98	> 99
175	> 99		> 99		> 99	> 99		98	> 99
176	> 99		> 99		> 99	> 99		98	> 99
177	> 99		> 99		> 99	> 99		98	> 99
178	> 99		> 99		> 99	> 99		98	> 99
179	> 99		> 99		> 99	> 99		98	> 99