

KINDERGARTEN

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		Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		of Year th 7 - 10		
IDEL Measure	Scores	Status	Scores	Status	Scores	Status		
	0 - 2	At risk	0 - 14	At risk	0 - 24	At risk		
Fluidez en Nombrar Letras (FNL)	3 - 5	Some risk	15 - 24	Some risk	25 - 39	Some risk		
	6 and above	Low risk	25 and above	Low risk	40 and above	Low risk		
Fluidez en la	0 - 4	At risk	0 - 14	At risk	0 - 34	Deficit		
Segmentacion de	5 - 14	Some risk	15 -29	Some risk	35 - 49	Emerging		
Fonemas (FSF-TLP)	15 and above	Low risk	30 and above	Low risk	50 and above	Established		
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Fluidez en las Palabras sin Sentido (FPS-TSL)	Not administer	Not administered during this assessment period		At risk	0 - 24	At risk		
				Some risk	25 - 34	Some risk		
	assessment period		20 and above	Low risk	35 and above	Low risk		
Fluidez en el Uso de las Palabras (FUP)	Tentatively, stu at risk for poor	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.						





FIRST GRADE	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10		
IDEL Measure	Scores	Status	Scores	Status	Scores	Status	
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Fluidez en Nombrar Letras (FNL)	0 - 19	At risk	Not administered during this assessment period		Not administered during this		
	20 - 34	Some risk			assessment period		
	35 and above	Low risk		<u> </u>			
Fluidez en la	0 - 34	Deficit	0 - 34	Deficit	0 - 34	Deficit	
Segmentacion de	35- 49	Emerging	35 - 49	Emerging	35 - 49	Emerging	
Fonemas (FSF-TLP)	50 and above	Established	50 and above	Established	50 and above	Established	
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Fluidez en las	0 - 24	At risk	0 - 39	At risk	0 - 69	Deficit	
Palabras sin Sentido	25 - 34	Some risk	40 - 69	Some risk	70 - 89	Emerging	
(FPS-TSL)	35 and above	Low risk	70 and above	Low risk	90 and above	Established	
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Fluidez en la Lectura	Not administered during this assessment period		0 - 9	At risk	0 - 24	At risk	
Oral (FLO)			10 - 19	Some risk	25 - 39	Some risk	
			20 and above	Low risk	40 and above	Low risk	
Fluidez en la Relato Oral (FRO)	Not administered during this assessment period		BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track				
			with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.				
Fluidez en el	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED.						
Uso de las Palabras	Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th						
(FUP)	percentile should be considered at some risk.						





SECOND GRADE	RADE Beginning of Year Middle of Year Month 1 - 3 Month 4 - 6			End of Year Month 7 - 10			
IDEL Measure	Scores	Status	Scores	Status	Scores	Status	
Fluidez en las Palabras sin Sentido (FPS-TSL)	0 - 69 70 - 89 90 and above	Deficit Emerging Established	Not administered during this assessment period assessment period		——————————————————————————————————————		
Fluidez en la Lectura Oral (FLO)	0 - 24 25 - 34 35 and above	At risk Some risk Low risk	0 - 39 40 - 49 50 and above	At risk Some risk Low risk	0 - 49 50 - 64 65 and above	At risk Some risk Low risk	
Fluidez en la Relato Oral (FRO)	that for students to	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicate hat for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.					
Fluidez en el Uso de las Palabras (FUP)	Tentatively, stude at risk for poor la	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.					

THIRD GRADE		Beginning of Year Month 1 - 3 Month 4 - 6			End of Year Month 7 - 10			
IDEL Measure	Scores	Status	Scores	Status	Scores	Status		
Fluidez en la Lectura Oral (FLO)	0 - 49	At risk	0 - 59	At risk	0 - 64	At risk		
	50 - 59	Some risk	60 - 69	Some risk	65 - 84	Some risk		
Oral (120)	60 and above	Low risk	70 and above	Low risk	85 and above	Low risk		
Fluidez en la Relato Oral (FRO)	that for students to	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.						
Fluidez en el Uso de las Palabras (FUP)	Tentatively, stude at risk for poor lar	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.						

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