

833 Reading Data Guidelines

Pre-K – Grade 5

2019-2020

GRADE LEVEL	STAGES OF READING	ASSESSMENT	Indicates level of concern Problem solving required			End of Year Expectation/ Level of Proficiency
			R	Y	G	
Pre K	Emergent					
K	Emergent	ASSESSMENT	Indicates level of concern Problem solving required			End of Year Expectation/ Level of Proficiency
		F	W	S		
		BAS	NA	<B	<D	BAS Level D or higher
		Letter Identification	<33	<44	<52	Students will identify all 52 letters.
		Letter Sounds	<13	<21	<26	Students will identify sounds for all 26 letters.
		Dictation Task	NA	<18	<30	Students will record 30 or more of 37 sounds.
		Concepts About Print	Any concept about print not mastered after initial teaching			Students will show mastery of all early print concepts.
		Phonemic Awareness	Any PA skills not mastered after initial teaching			Students will show mastery of all PA skills: initial sounds; blending; segmenting; rhyming
		Record of Oral Language *optional	<5	<7	<9	Students not meeting proficiency levels should be referred to SWCT for possible language support.

1	Transitional Early (Early Fluent)	ASSESSMENT	Indicates level of concern Problem solving required			End of Year Expectation/ Level of Proficiency
			F	W	S	
		BAS	<D	<G	<J	BAS Level J or higher
		Dictation Task	<30	NA	NA	All letter sounds mastered with automaticity
2	Transitional (Early Fluent)	ASSESSMENT	Indicates level of concern Problem solving required			End of Year Expectation/ Level of Proficiency
			F	W	S	
		BAS	<J	<K	<M	BAS Level M or higher with fluency and reading rate 90-120 wpm.
		Measures of Academic Progress (MAP)	<178	NA	NA	Students with RIT of 175 or above are projected to be proficient on the MCA-III
		Lexile Range	*450L - 790L			

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			F	W	S	
3	Transitional	BAS/Guided Reading Level	<M	<N	<P	BAS Level P or higher, good fluency and 100-140 wpm.
		Measures of Academic Progress (MAP)	<191	NA	NA	Students with RIT of 192 or above are projected to be proficient on the MCA-III.
	Fluent	Minnesota Comprehensive Assessment (MCA-III)	NA	NA	350	Students with a score of 350 or above are considered proficient.
		Lexile Range	*450L – 790L			
4	Fluent	ASSESSMENT	Indicates level of concern Problem solving required			End of Year Expectation/ Level of Proficiency
			F	W	S	
		BAS/Guided Reading Level	<P	<Q	<S	BAS Level S or higher with good fluency and 120-160 wpm.
		Measures of Academic Progress (MAP)	<203	NA	NA	Students with RIT of 203 or above are projected to be proficient on the MCA-III.
		Minnesota Comprehensive Assessment	NA	NA	<450	Students with a score of 450 or above are considered proficient.
		Lexile Range	*770L – 980L			
		ASSESSMENT	Indicates level of concern Problem			End of Year Expectation/ Level of Proficiency

5	Fluent		solving required			
			F	W	S	
		BAS/Guided Reading Level	<S	<T	<V	BAS Level V or higher with good fluency and 140-180 wpm.
		Measures of Academic Progress (MAP)	<207	NA	NA	Students with RIT of 207 or above are projected to be proficient on the MCA-III.
		Minnesota Comprehensive Assessment (MCA-III)	NA	NA	<550	Students with a score of 550 or above are considered proficient.
	Lexile Range	*770L - 980L				

*Lexile ranges are aligned to the College and Career Readiness Standards. Lexile levels are just one measure of text complexity to consider when matching students to text. A student's Lexile range spans from 100L below to 50L above the Lexile measure. It is important for readers to experience a variety of texts, and interest and content will influence a reader's ability to navigate text. When considering a student's reading level, it is important to use a variety of data points and synthesize the information. Lexile range, Guided Reading level, MAP, and a student's background knowledge and interest are all data points to consider when making instructional decisions on students.