Assessment Instrument Table: Acadience™ Reading K-6 (also published as DIBELS Next®[1])

Element	Description	Assessment Instrument Information
Instrument Name	Name of specific instrument (more than vendor name).	Acadience Reading K-6
Vendor	Name of the company or organization that produces the instrument.	Dynamic Measurement Group is home to the authors, Ruth Kaminski and Roland Good. The assessment can be downloaded from their website for free; however, assessment kits can also be purchased from Voyager Sopris Learning.
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument. Identify any information about inappropriate uses.	Acadience Reading K-6 includes six measures intended to be used as indicators of the essential skills that every child must master to become a proficient reader. An indicator is a brief, efficient index that provides a fair degree of certainty about a larger, more complex system or process. The measures indicate which students are experiencing difficulty acquiring basic early literacy skills so that support can be provided early to prevent later reading difficulties. The measures help teachers identify areas to target with instructional support and can be used to monitor the students while they receive targeted supported. The measures can also be used at the classroom, school, and district level to examine the effectiveness of the system of support.

	Appropriate Uses	Inappropriate Uses
Student Level	• Identify students who may be at risk for reading difficulties • Help identify areas to target instructional support • Monitor at-risk students while they receive additional, targeted instruction	• Label, track, or grade students • Make decisions regarding retention and promotion
Systems Level	• Examine the effectiveness of a school's system of instructional supports	• Evaluate teachers • Make decisions about funding • Make decisions about rewards for improved performance or sanctions for low performance

From: Acadience Reading Assessment Manual, p. 1

[1]Acadience™ Reading K–6 is the new name for the DIBELS Next® assessment. Acadience is a trademark of Dynamic Measurement Group, Inc. (DMG). The DIBELS Next copyrighted content is owned by DMG. The DIBELS® Next registered trademark was sold by DMG to the University of Oregon (UO) and is now owned by the UO.

Population	Who (which students) could be assessed using the instrument.	Students in kindergarten through 6th grades.
Administration	How frequently the instrument can be administered in a school year, and recommended or required administration windows.	The authors have recommended administration windows for benchmarking 3 times per year (months 1 to 3, months 4 to 6, and months 7 to 9) , and progress monitoring recommendations vary based on the level of instructional support the child needs. A child with more intensive needs should be monitored as often as weekly, while other students may only need to be progress monitored every other week. Separate progress monitoring probes are provided for this purpose.
Content Area (s)	Content area or areas being assessed.	Early literacy skills related to reading
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	Phonemic awareness (First Sound Fluency, Phoneme Segmentation Fluency)– hearing and using sounds in spoken words Phonics— The system of letter-sound relationships that serves as the foundation for decoding words in print, including: • Alphabetic principle and phonics (Nonsense Word Fluency, NWF)– knowing the sounds of the letters and sounding out written words, • Advanced Phonics and Word Attack Skills (Oral Reading Fluency, ORF)– knowing all of the sounds for letters and letter combinations and sounding out written words. Accurate and fluent reading (Oral Reading Fluency, ORF) – reading stories and other materials easily and quickly with few mistakes, Vocabulary and Language Skills (Word Use Fluency-Revised)– understanding and correctly using a variety of words, and comprehension, understanding what is spoken or read. Comprehension (Maze and Oral Reading Fluency, ORF)– understanding what is spoken or read. Maze assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and reasoning skills.

Individual Metrics	The scores provided at the individual (student) level.	**Raw Scores** are generated for each of the following measures: • First Sound Fluency (FSF): The assessor says words, and the student says the first sound for each word • Letter Naming Fluency (LNF): The student is presented with a sheet of letters and asked to name the letters. LNF is an indicator of risk which is not directly linked to any of the basic early literacy skills • Phoneme Segmentation Fluency (PSF): The assessor says words, and the student says the individual sounds in each word. • Nonsense Word Fluency (NWF): The student is presented with a list of VC and CVC nonsense words (e.g., sig, rav, ov) and asked to read the words. • Oral Reading Fluency (ORF): The student is presented with a reading passage and asked to read aloud. The student is then asked to retell what he/she just read. • Maze: The student is presented with a reading passage in which some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the sentence. **Composite Score**: The composite score combines the scores from the other measures into a raw score that is the best overall estimate of the student's early literacy skills and/or reading proficiency.
Individual Comparison Points (cut scores)	Information provided regarding how good is good enough performance on the instrument. Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.	There are four frames of reference in providing meaning for Acadience Reading scores: (a) criterion-referenced benchmark goals and cut points for risk; (b) individually referenced interpretations; (c) local norm-referenced interpretations; and (d) system wide, norm-referenced interpretations. These four frames of reference can be used to interpret results on individual scores and on the Reading Composite Score. Criterion-referenced benchmark goals and cut points for risk: • At or above benchmark (scores at or above the benchmark) -- The odds are in the student's favor (approximately 80%– 90%) of achieving subsequent early literacy goals. The student is making adequate progress in reading and is likely to achieve subsequent reading benchmarks with appropriate and effective instruction. The student needs continuing effective curriculum and instruction. • Below benchmark (scores below the benchmark goal and at or above the cut point for risk) - The odds of achieving subsequent early literacy goals are roughly 40%–60% for a student with skills in this range. The student typically needs strategic, targeted instructional support to

ensure that he/she makes adequate progress and achieves subsequent reading benchmarks

- Well below Benchmark (scores below the cut point for risk) - The odds of achieving subsequent early literacy goals are approximately 10%–20% for a student whose performance is below the cut point for risk. The student is unlikely to achieve subsequent reading benchmarks unless provided with substantial, intensive instructional support

Individually referenced interpretations: change in scores over time (simple difference scores)

Local norm-referenced interpretations: percentile rankings based on local (district) data only (Table 3.2 Levels of Performance, p. 26)

Percentile Ranges	*Performance Descriptors.* Compared to other students in the school or district, the student's performance is:
98th percentile and above	Upper Extreme
91st to 97th percentile	Well-Above Average
76th to 90th percentile	Above Average
25th to 75th percentile	Average
9th to 24th percentile	Below Average
3rd to 8th percentile	Well-Below Average
2nd percentile and below	Lower Extreme

System wide or National Norm-Referenced Interpretations: percentile rankings based on national norms.

Individual Comparison Points (cut scores) provided by CDE	Cut-off scores to determine significant reading deficiency	CDE has identified additional **Composite Score** cut-off scores for the identification of students as having a significant reading deficiency. Students receiving the identified score or lower for their grade level and the administration window will be identified as having a significant reading deficiency. These scores correlate to the *well below benchmark performance level* identified by the vendor. In other words, odds of achieving subsequent early literacy goals are roughly 10% - 20% for a student with skills in this range. The vendor recommends students scoring at these cut-off scores or lower receive intensive, targeted instructional support.

Grade Level	Fall	Winter	Spring
Kindergarten	12	84	88
1st Grade	96	99	110
2nd Grade	108	144	179
3rd Grade	179	234	279

Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	• The number and percent of students at each performance level: at or above benchmark, below benchmark, well below benchmark (by grade level and overall) at the beginning, middle and end of the year. • The percent of students at or above benchmark at the end of the year. • The number of students well below and below benchmark at the beginning and end of the year. • The change in the number and percent of students at each performance level overall (at or above benchmark, below benchmark, well below benchmark) between the beginning and the end of the year. • The number and percent of students identified as having a significant reading deficiency (by grade level)
Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.	NA
Aggregate Comparison Points (CDE)	Cut points established by CDE in collaboration with the vendor for requests to reconsider.	More than 50% of students performing at or above benchmark at the end of the year. Reduce the number of students reading well below benchmark and below benchmark by 50% between the beginning and end of the year. (See tables below)
Alignment	Info. provided by the vendor about alignment of this instrument to other instruments, standards, etc.	Technical reports are provided here: https://acadiencelearning.org/pubs.html
Data Reports	Description of data reports that are provided/available at	View sample reports here: https://acadiencelearning.net/ The following Acadience Data Management reports are available now for Acadience Reading K-6:

the individual and aggregate level(s).	*Class and Student Reports*
	
	 • Benchmark Scores Table
	 • Parent Report
	 • Classroom or Instructional Group Reports
	  • Also available grade-wide within a school
	 • Initial Grouping Suggestions
	  • Also available grade-wide within a school
	 • Student Benchmark Assessment History
	 • Student Progress Monitoring Reports
	 • Classroom or Instructional Group Progress Monitoring Reports
	  • Also available grade-wide within a school
	 • Class Progress Report
	  • Also available grade-wide within a school
	 • Effectiveness of Instructional Support Levels by Class
	  • Also available grade-wide within a school
	
	 School and District Reports
	 • School or District Overview
	 • Status Report
	  • Status by Grade
	  • Status by Measure
	  • Status by School
	  • Status by Class
	 • Multi-Year Percent at Benchmark
	 • Multi-Year Box Plots
	 • Effectiveness of Instructional Support Levels
	 • Scatter Plots
	 • Histograms and Box Plots
	 • District Norms
	 • Summary of Entered Data

Technical Quality	https://acadiencelearning.org/pubs.html

Cut scores by Grade Level – Beginning of Year		
Grade	Below Benchmark	At or Above Benchmark
K	13	26
1	97	113
2	109	141
3	180	220
4	245	290
5	258	357
6	280	344
Cut scores by Grade Level – Middle of Year		
Grade	Below Benchmark	At or Above Benchmark
K	85	122
1	100	130
2	145	190
3	235	285
4	290	330
5	310	372
6	285	358
Cut scores by Grade Level – End of Year		
Grade	Below Benchmark	At or Above Benchmark
K	89	119
1	111	155
2	180	238
3	280	330
4	330	391
5	340	415
6	324	380