

DMG Recommended Procedures for Establishing “Grade-Level Reading Competency” on IDEL®

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Purpose of Interim Reading Assessment

An important purpose of interim reading assessment is to provide progress monitoring and formative evaluation information to inform instruction. The interim assessments determine whether the student is making adequate progress toward grade level standards and provide ongoing feedback to teachers on whether instruction needs to be adjusted. Interim assessments are a critical component of effective instruction. Indeed, progress monitoring and formative evaluation with goals and feedback informing instruction are among the most powerful influences on student achievement (Hattie, 2009).

Colorado HB 15–1323

“If, based on a student’s scores on the approved reading assessments in a specific school year, a teacher finds that a student demonstrates reading competency appropriate for his or her grade level, the local education provider is not required to administer the approved interim reading assessments to the student for the remainder of the specific school year.”

Interpretations

1. “Demonstrates reading competency appropriate for his or her grade level” means that the student, at the time of assessment, meets or exceeds the end-of-year expectations for his or her grade level.
2. In first through third grade, reading competency includes reading for meaning, at an adequate rate, with a high degree of accuracy. In kindergarten and first grade, evidence for reading competency includes phonemic awareness and phonics proficiency.
3. Meeting or exceeding end-of-year expectations for his or her grade level entails solid reading skills at or above the 50th or 60th percentile compared to other students at the end of the year. This is a higher standard than just meeting the benchmark goal, which is the lowest level of skill at which the odds are in the student’s favor of achieving subsequent goals.

Procedures

We recommend a gating approach to establishing “grade-level reading competency” for the purpose of opting out of the interim reading assessments. The recommended criteria for Gate 1 and Gate 2 at each grade level are provided in Table 1. Students who meet the Gate 1 criteria, and for kindergarten and grade 1 the Gate 2 criteria, would be eligible to opt out of the interim reading assessments for the remainder of the school year. We recommend that all students, even those eligible for opting out, continue to participate in the interim reading assessments so that even these high-performing students would benefit from the instructional value of progress monitoring, formative evaluation, goal setting, and feedback on progress, and are included in system-level evaluation.

Table 1

Proposed Criteria for Identifying Students Who Display “Reading Competency Appropriate for His or Her Grade Level” for the Purpose of Opting Out of Interim Reading Assessment

Grade Level	Gate 1: Critical skills analysis General criteria: The student meets or exceeds the end-of-year 50th–60th percentile rank or end-of-year benchmark goal on the beginning-of-year interim reading assessment.	Gate 2: End-of-year skills assessment General criteria: The student meets or exceeds the end-of-year 50th–60th percentile rank on the on the end-of-year interim reading assessment measures when administered at the beginning of the year.
Kindergarten	Fluidez en Nombrar Letras ≥ 41 FSF Todas las Partes ≥ 50	FPS Total de Sonidos de Letras ≥ 62 FPS Número de Palabras Correctas ≥ 9
First Grade	FSF Todas las Partes ≥ 50 FPS Total de Sonidos de Letras ≥ 118 FPS Número de Palabras Correctas ≥ 33	Primer Grado FLO Palabras Correctas ≥ 46 Primer Grado FLO Precisión $\geq 96\%$ Primer Grado Relato Oral ≥ 23
Second Grade	FPS Número de Palabras Correctas ≥ 47 Segundo Grado FLO Palabras Correctas ≥ 69 Segundo Grado FLO Precisión $\geq 98\%$ Segundo Grado FLO Relato Oral ≥ 21	Not applicable.
Third Grade	Tercer Grado FLO Palabras Correctas $\geq 85^*$ Tercer Grado FLO Precisión $\geq 98\%$ Tercer Grado FLO Relato Oral ≥ 30	Not applicable.

Note. FSF is Fluidez en la Segmentación de Fonemas, FPS is Fluidez en las Palabras sin Sentido and FLO is Fluidez en la Lectura Oral. *Represents 85th percentile at the beginning of the school year. End-of-year comparison unavailable.

Gate 1 requires performance on the beginning-of-year IDEL measures that meets or exceeds the 50th or 60th percentile rank compared to students at the end of the year, or meets or exceeds the end-of-year benchmark goal on those same measures.

In kindergarten and first grade, Gate 2 is also needed. The purpose of Gate 2 is to ensure that a student has also met grade-level expectations for any critical end-of-year skills that are not assessed at the beginning of the year. For each skill area, the criteria are at or above the 50th or 60th percentile compared to other students at the end of the year. In kindergarten, assessment of alphabetic principle and phonics skills is needed. We recommend using the last form (Form 20) of the Fluidez en las Palabras sin Sentido progress monitoring materials to test the end-of-year skill. In first grade, additional assessment of students’ accurate and fluent reading of connected text is necessary. We recommend using the last 3 consecutive passages (Forms 18, 19, and 20) from the IDEL Fluidez en la Lectura Oral Primer Grado progress monitoring materials.

DMG Recommendation

Students who meet the criteria for Gate 1 and, when appropriate Gate 2, would be eligible to opt out of the interim reading assessments for the remainder of the year. However, we recommend continued monitoring with the interim reading assessments even when students are eligible to opt out so that they also continue to benefit from the progress monitoring, formative evaluation, goals, and feedback informing instruction, and so that they can be included in system-level evaluation.

Reference

Hattie, J. (2009). *Visible learning: A synthesis of 800 meta-analyses relating to achievement*. Routledge.