

F&P TEXT LEVEL GRADIENT™

FOUNTAS & PINNELL LEVELS

GRADE-LEVEL GOALS

A	
B	
C	Kindergarten
D	
E	
F	
G	Grade One
H	
I	
J	
K	
L	Grade Two
M	
N	
O	
P	Grade Three
Q	
R	
S	
T	
U	Grade Five
V	
W	
X	
Y	Grade Six
Z	
Z+	
	Grade Seven—Eight
	High School/Adult

The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on school/district requirements and professional teacher judgement.



To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

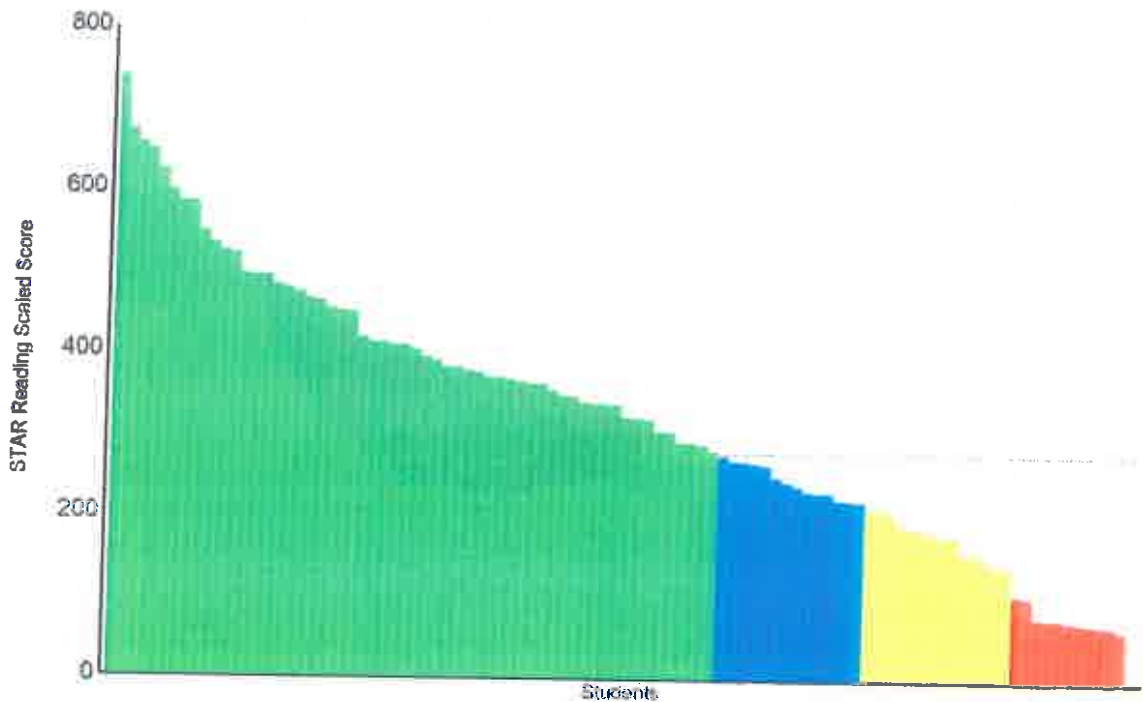
Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF*	Scaled Score	Est. ORF*	Scaled Score	Est. ORF*	Scaled Score/ Week
1	10	64	9	71	15	78	19	1.3
	20	67	12	76	18	88	25	1.5
	25	69	13	79	20	95	28	2.1
	40	73	16	87	25	133	37	2.8
	50	76	18	95	28	164	44	3.8
	75	98	29	170	46	251	68	5.3
	90	205	56	269	73	339	89	4.6
2	10	87	26	107	32	164	43	2.2
	20	106	31	162	42	217	56	4.2
	25	126	35	183	47	239	61	4.5
	40	189	49	239	61	291	76	4.3
	50	224	58	274	71	327	86	4.1
	75	322	84	370	98	427	112	3.6
	90	410	108	465	122	525	142	3.5

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
3	10	177	48	215	54	255	61	3.3
	20	235	57	272	65	311	73	3.4
	25	259	62	294	70	334	78	3.3
	40	319	75	357	84	393	95	3.2
	50	357	84	392	95	436	105	3.2
	75	461	111	500	120	547	132	2.9
	90	561	136	613	150	673	161	2.9
4	10	265	61	287	66	318	73	2.9
	20	324	74	353	81	379	88	2.8
	25	350	80	375	87	406	95	2.8
	40	415	96	449	104	476	110	2.8
	50	458	106	487	112	520	120	2.5
	75	568	131	612	139	659	147	2.9
	90	689	152	774	176	853	190	3.6
5	10	337		363		386		2.7
	20	411		441		463		2.6
	25	444		465		492		2.4
	40	514		544		573		2.4
	50	560		592		630		2.4
	75	707		779		846		3.6
	90	900		955		1048		2.9
6	10	414		439		459		2.4
	20	494		518		544		2.1
	25	525		554		578		2.2
	40	614		647		684		2.2
	50	671		716		779		2.4
	75	897		939		997		2.2
	90	1098		1185		1251		3.0
7	10	464		474		497		2.3
	20	552		570		596		2.1
	25	585		611		638		2.1
	40	696		736		790		2.4
	50	795		843		884		2.8
	75	1026		1103		1175		2.8
	90	1266		1302		1323		1.3
8	10	517		536		557		2.3
	20	621		646		675		2.1
	25	665		696		729		2.3
	40	830		865		899		2.7
	50	908		942		979		1.9
	75	1202		1241		1288		1.4
	90	1327		1335		1342		0.3

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
9	10	580		606		630		2.0
	20	699		727		769		1.8
	25	773		802		836		2.1
	40	911		934		963		1.5
	50	991		1044		1092		1.5
	75	1295		1295		1312		0.4
	90	1343		1343		1344		< 0.1
10	10	637		637		638		2.0
	20	777		777		795		2.2
	25	844		844		860		1.7
	40	968		974		1001		1.4
	50	1101		1118		1154		2.0
	75	1315		1317		1323		0.1
	90	1344		1344		1344		< 0.1
11	10	643		652		671		1.7
	20	802		822		843		1.6
	25	866		882		897		1.2
	40	1012		1040		1064		1.0
	50	1161		1170		1185		1.1
	75	1325		1325		1329		< 0.1
	90	1344		1344		1344		< 0.1
12	10	675		683		702		1.4
	20	865		873		880		1.0
	25	917		920		924		0.6
	40	1122		1133		1143		0.6
	50	1219		1226		1233		0.5
	75	1332		1336		1339		< 0.1
	90	1345		1345		1345		< 0.1

a. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1-4.

Grade 2 - HSS
STAR Reading 2017-2018



Fall:	At/Above benchmark	45%	Spring:	At Above benchmark	72%
	On Watch	15%		On Watch	08%
	Intervention	18%		Intervention	13%
	Urgent Intervention	20%		Urgent Intervention	06%

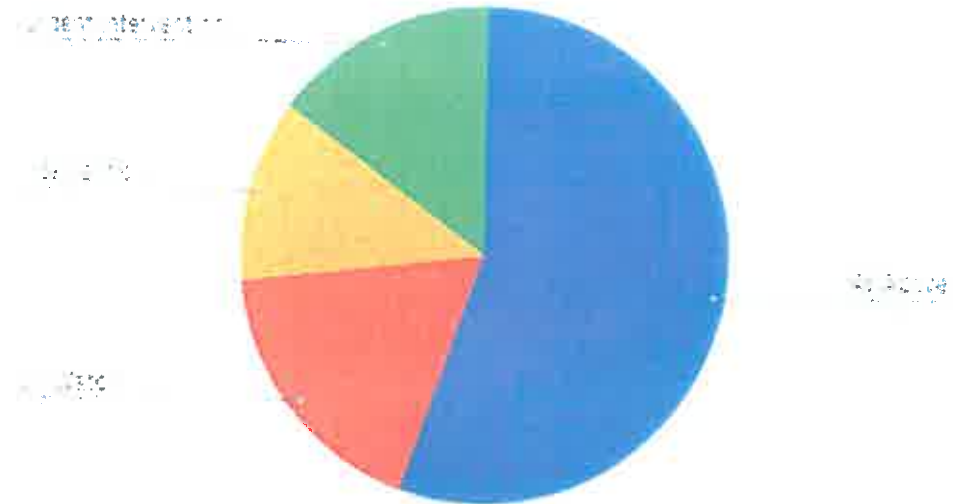
Strengths: We had a 14% increase of students who scored at or above benchmark. We had a 01% decrease of students on watch. We had a 03% decrease of students qualifying for intervention. We had a 09% decrease of students who scored in the urgent intervention category.

Weaknesses: The data does not speak to specific skill areas in need of the focus in the group reports. Also, this group has a larger percentage of students who require behavioral intervention support on a consistent daily basis. Due to this factor, some intervention services were affected.

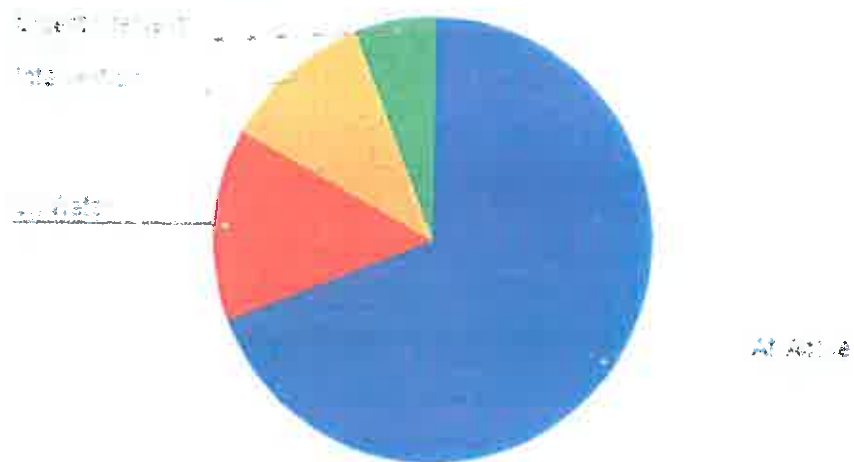
Action Plans for next year 2017-2018

1. Make sure that students in urgent intervention are receiving extra reading support either through outside classroom support or in the classroom with the teacher.
2. Provide staff with more professional development in STAR testing. Specifically, with reports and looking at individual skill need, and how to use the resources that STAR has to offer.

Fall Reading Star Testing



Spring Reading Star Testing



Grade 3 - HSS

STAR Reading

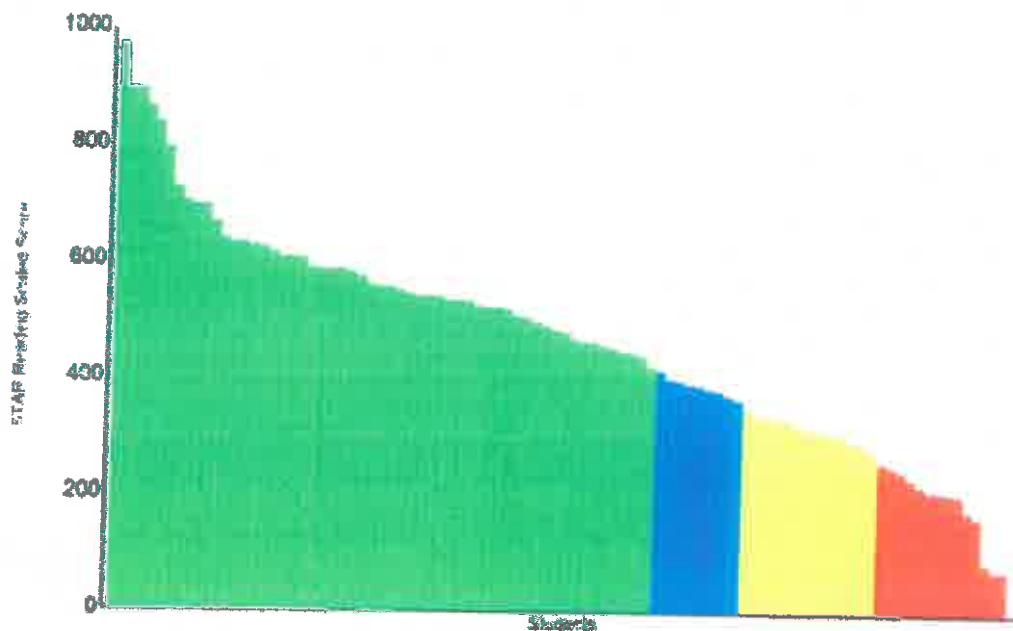
Fall: See Chart Below

Based on a population of 93 students,

- 60% of students were at or above benchmark
- 40% of students were below benchmark

Of that 40%, 10% of students were on watch, 15% needed intervention, and 15% needed urgent intervention. It should be noted that more than 50% of the students listed for urgent intervention receive special education or ESOL services.

Grade: 4



Spring Scores: See Chart Below

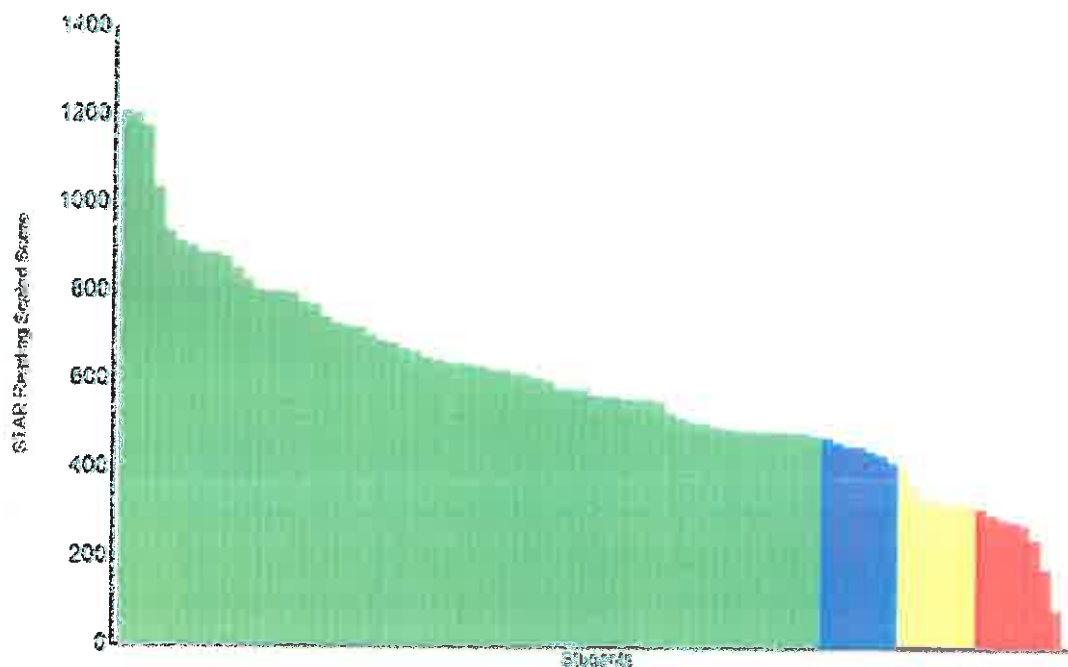
Based on a population of 90 students,

- 74% of students were at or above benchmark
- 26% of students were below benchmark

Of that 26%, 8% of students were on watch, 8% needed intervention, and 9% needed urgent intervention. It should be noted that more than 50% of the students listed for urgent intervention receive special education or ESOL services. One of the students also moved to the district late into the school year.

There was a +109 change between the pretest and posttest in the spring. The average grade equivalent following the spring posttest was 5.2, or a fifth grader in the second month of school.

Grade: 4



WPS School-wide Data Collection Sheet

School Year 2017-2018

Grade Level: 2

Subject Area: Reading

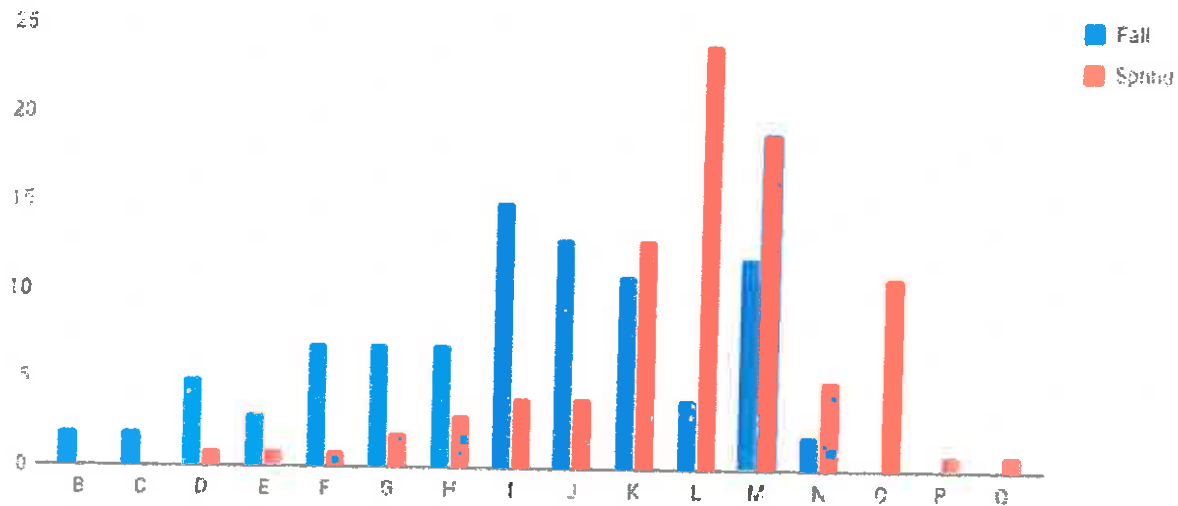
Assessment: Fountas and Pinnell Benchmarks

Overview of Assessment:

Fountas and Pinnell Benchmarks: The Benchmark Assessment Systems 1 and 2 consists of a series of texts that are used to identify a student's current reading level. Educators are able to determine which levels are independent, instructional, and frustrational (hard) for each student in their class. The results are then used to form guided reading groups (small group reading instruction).

Summary of Findings: Currently 68% of second grade students are performing on or above grade level in reading (on or above level L). We found that most students that fell below grade level received reading intervention services from Special Education or Title 1.

2nd Grade Reading Growth 2017-2018



Strengths: The majority of second graders are performing on or above grade level. Most students have made developmentally appropriate growth this school year. Students who are performing below grade level are receiving support services. Literacy Lab and Title 1 Intervention students all made significant growth.

Areas to Improve: Special education students receiving reading services are performing below grade level. Communication between special educators and classroom teachers is limited due to time constraints.

Average Growth Level for Students Receiving Reading Services		
Services		
Literacy Lab	Title 1 Intervention	Special Education
3.8	3.5	3

Action Plan for next year: 2017-2018

1. Offer professional development opportunities for reading instruction (focus on comprehension, fluency and assessment).
2. Keep an open line of communication between support staff and classroom teachers to discuss ways to support students in application of techniques used in and out of the classroom (reinforcement).
3. In Second Grade, the Literacy Lab model seems to be working better for our identified students, and we would like to replicate that model within our grade level, as closely as possible.

WPS School-wide Data Summary Sheet

School Year 2017-2018

Grade Level: 3

Subject Area: Reading

Assessment(s) utilized: Benchmark Reading Assessment Systems 1 and 2, STAR Reading Enterprise Universal Screener

Overview of Assessment:

Fountas and Pinnell Benchmarks: The Benchmark Assessment Systems 1 and 2 consists of a series of texts that are used to identify a student's current reading level. Educators are able to determine which levels are independent, instructional, and frustrational (hard) for each student in their class. The results are then used to form guided reading groups (small group reading instruction).

STAR Enterprise Universal Screener: The **STAR Reading** assessment provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. This is reported as a Scaled Score. A *Scaled Score (SS)* is useful for comparing student performance over time and across grade levels. Another piece of information that we look at is the *Student Growth Percentile (SGP)*. The SGP compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time examined. These assessments are administered three times a year to show student growth.

The **STAR Early Literacy** Assessment is given to students that are not yet reading the 100 High Frequency Word List. It focuses on Phonemic Awareness and includes auditory support for the students.

Summary of Findings:

Benchmark Reading Assessment

Fall (Using Guided Reading Level L as on grade level)

- 75% of students are on or above grade level
- 25% of students are below grade level (of these students, 48% are Special Education)

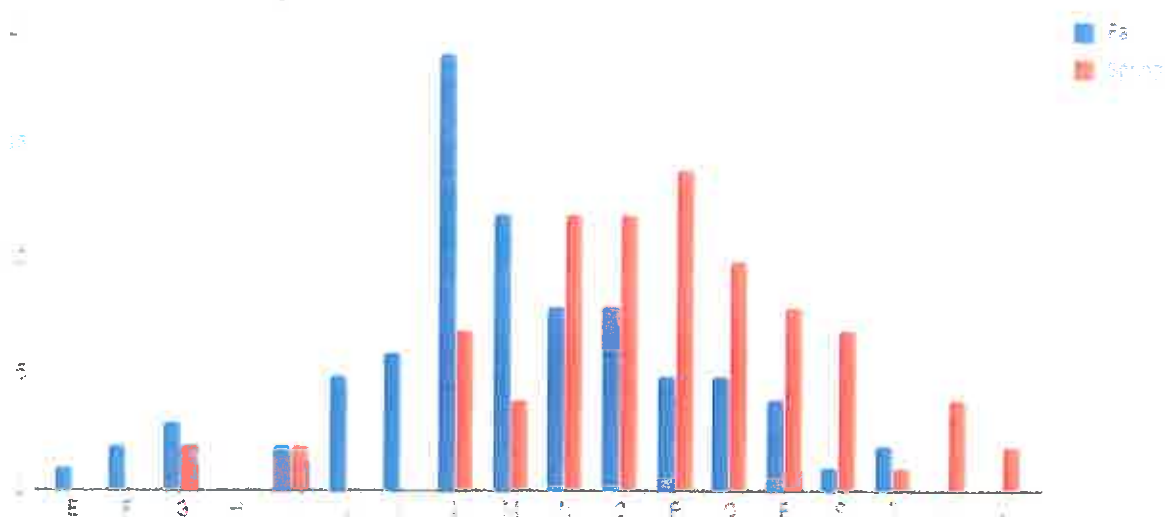
Spring (Using Level O as on grade level)

- 68% of students were on or above grade level
- 32% of students were below grade level (of these students, 39% are Special Education)
- 43% of students who were below grade level in the spring were in a Title One intervention group

Intervention

- 26% of Third graders began the school year receiving Title One intervention. Of these students, 12 made a growth of 3 or more reading levels by the end of the school year, 9 made a growth of 2 levels, and 1 made a growth of one level.

Third Grade Reading Growth 2017-2018



Star Reading Assessment (Spring):

- 29% of all students scored below average growth on Star Assessment (score of 34 or less)
- 30% of all students scored average growth on Star Assessment (score of 35-65)
- 41% of all students scored above average on Star Assessment (score of 65 or more)

Intervention Students - Star Reading Assessment

- 18% of intervention students scored below average growth on Star Assessment
- 41% of intervention students had average growth on Star Assessment
- 41% of intervention students had above average growth on Star Assessment

Special Education Students - Star Reading Assessment

- 50% of Special Education students scored below average growth on Star Assessment
- 25% of Special Education students had average growth on Star Assessment
- 25% of Special Education students had above average growth on Star Assessment

STAR Reading Summary:

Of the 29% of students who scored below average on the spring Star Assessment, 46% of these students were receiving either Special Education services or Title One reading intervention services.

22 Common Core State Standards were also analyzed. 75% or more of all students scored in or above the estimated mastery range for all 22 standards. The two lowest scoring areas were related to distinguishing the reader's point of view from that of the narrator/character and/or author. The highest scoring areas were related to understanding how illustrations contribute to the meaning of a story (93%), using grade level phonics skills to decode text (91%), and determining unknown word meaning using grade level appropriate strategies (91%).

Strengths:

Using fall data has allowed us to target all students performing below grade level either through Title One intervention or Special Education services. Although students did end the school year below grade level, a large percentage of students receiving Title One support made a growth of 3 or more reading levels over the course of the school year. 71% of all Third graders scored either at or above the average growth score on the Star Assessment.

Areas to Improve:

Many students move from being Transitional Readers into Self Extending Readers which requires more complex thinking and deeper understanding. Students seem to stay longer at these levels causing them to then become below grade level readers. Working on the transition between the two stages will be important for the future.

Action Plan for next year:

1. Keep track of students who are not making adequate growth to be reassessed for intervention services
2. To help students move from Transitional Readers (levels L/M) to Self Extending Readers students need to work on the following areas:
 - Sustaining reading of longer text for extend periods of time
 - Analyzing words in flexible ways
 - Making higher level connections
 - Reading a wide variety of texts
3. Continue Intervention Services for students who benchmark below grade level.
4. Keep an open line of communication between support staff and classroom teachers to discuss ways to support students in application of techniques used in and out of the classroom (reinforcement).
5. Focus comprehension instruction on About the Text questioning. Students need to work on the following areas:
 - Sighting evidence for opinions
 - Noticing the way the writer makes the characters seems real
 - Recognize moral lessons
 - Recognize and discuss narrative structure
 - Notice organization of the text
6. While students' reading levels are increasing over the course of the school year, their fluency rates tend to go down. This is due to increased text difficulty at a higher reading level. Teachers can use materials such as Fountas and Pinnell's / NAEP Fluency Scale to help assess students' fluency and work on specific areas of need to help increase fluency scores. The six areas of

fluency including rate, phrasing, intonation, pausing, stress and integration need to be focused on as a grade level.

WPS School-wide Data Collection

School Year 2017-2018

Grade Level: 4

Subject Area: Reading

Assessment: Benchmark Reading Assessment, STAR Reading Universal Screener

Overview of Assessment:

Fountas and Pinnell Benchmarks: The Benchmark Assessment System 1 consists of a series of texts that are used to identify a student's current reading level. Educators are able to determine which levels are independent, instructional, and frustrational (hard) for each student in their class. The results are then used to form guided reading groups (small group reading instruction).

STAR Enterprise Universal Screener: The **STAR Reading** assessment provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. This is reported as a Scaled Score. A *Scaled Score (SS)* is useful for comparing student performance over time and across grade levels. Another piece of information that we look at is the *Student Growth Percentile (SGP)*. The SGP compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time examined. These assessments are administered three times a year to show student growth. The median SGP is listed by grade level on the report, and should fall between 35-65%.

Summary of Findings:

Benchmark Reading Assessments:

Fall (Using Guided Reading Level O as on grade level)

- 85% of students are on or above grade level
- 15% of students are below grade level

Spring (Using Guided Reading Level R as on grade level)

- 61% of students are on or above grade level
- 39% of students are below grade level

STAR Reading Universal Screener:

- 30% scored at Above Average Growth
- 38% scored at Average Growth
- 32% scored at Below Average Growth

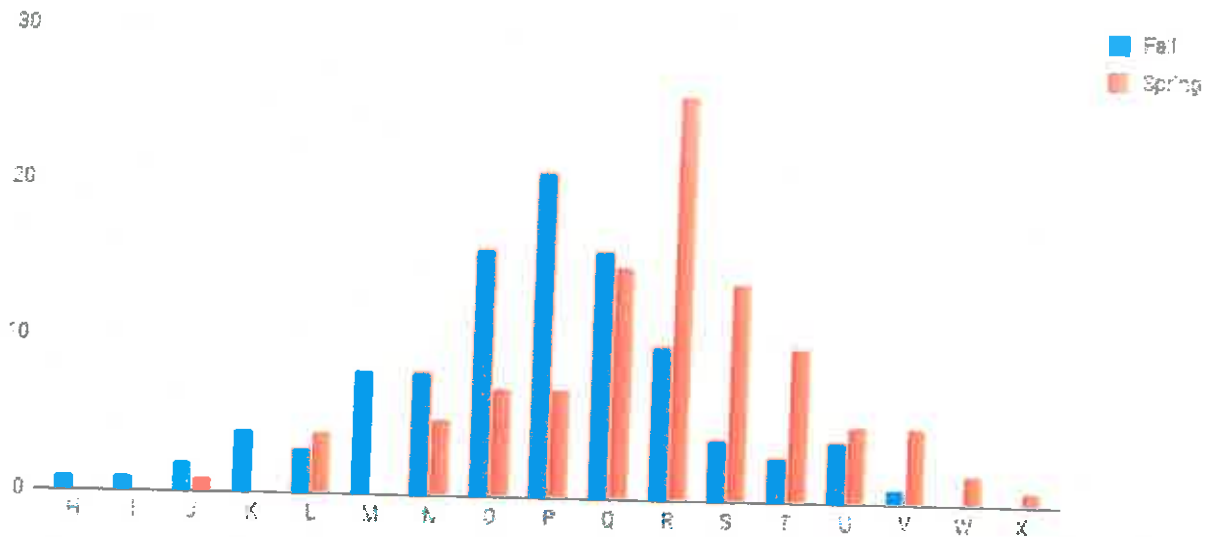
Discussion of Findings:

The STAR Reading assessment is given 3 times during the year, in September, in January and in May. When comparing fall to spring, a certain amount of growth is expected to be considered 'average growth.' We found 65% of our students were at or above average growth. The students most likely to excel are on grade level to start with. Within the subgroup of students who scored below the expected amount of growth, we found that along with the kids who historically struggle with reading (students identified with special needs, students with intense behavioral challenges, students receiving Reading Intervention, etc.) are students who start out significantly above grade level (due to nature of the computer adaptive test).

Below, you can see the fall and spring instructional reading levels. Notice the spring data shows growth. For the purposes of analysis, Level O is considered Grade Level in the fall and level R is considered Grade Level in the spring.

This year, there are a large number of students above grade level in the spring (notice the red bars after the level R). Although the STAR Reading data shows that this subgroup may be a concern, many students in this range are progressing as shown in the Benchmark data below.

4th Grade Reading Growth 2017-2018



Strengths:

Some students had a good year of growth. 30% of our targeted struggling readers (receiving small group Reading Intervention through Title I, Literacy Lab and ESOL) made at least one year's growth (as measured by the Benchmark). 39% of the students in fourth grade received these services. Five percent of the Intervention students made more than a year's growth, changing their status from below grade level to grade level or from grade level to above grade level (as measured by the Benchmarks). Out of the 9 students serviced in Literacy Lab, 55% made expected growth or beyond, changing their status from below grade level to grade level or above. Out of the 17 students serviced in Special Education, 41% of them made expected growth or beyond (3+ levels). 65% of our students made average or better growth in reading (as measured by the STAR Reading Assessment). The selection process used to target students in need of differentiated instruction in small groups is right on point. When a student comes up that is struggling for one reason or another, the Intervention staff is responsive and is able to target the skills necessary to make that student more successful. In fact, when an Intervention is found to not be working, a student will be flagged and a better match for the student needs will be found.

Areas to improve:

While the vast majority of the students grew, we didn't have students move out of having a below grade level status. Although students are growing each year in their reading, many of our most struggling readers are unable to make more than a year's growth, which they need to make in order to 'catch up' with their peers.

A couple of places to focus for next year would be to develop the children's comprehension strategies and practice fluency. We feel that we may need professional development around strategies to help with struggling readers. The trend over the last few years has been that our below grade level readers increase. They increased only slightly (by 3 readers), but this continues to be the trend.

As discussed in our Findings, students who are significantly above grade level often do not make average growth (as measured by STAR). We need to identify these students in the fall and better target their guided reading and other experiences to match their needs.

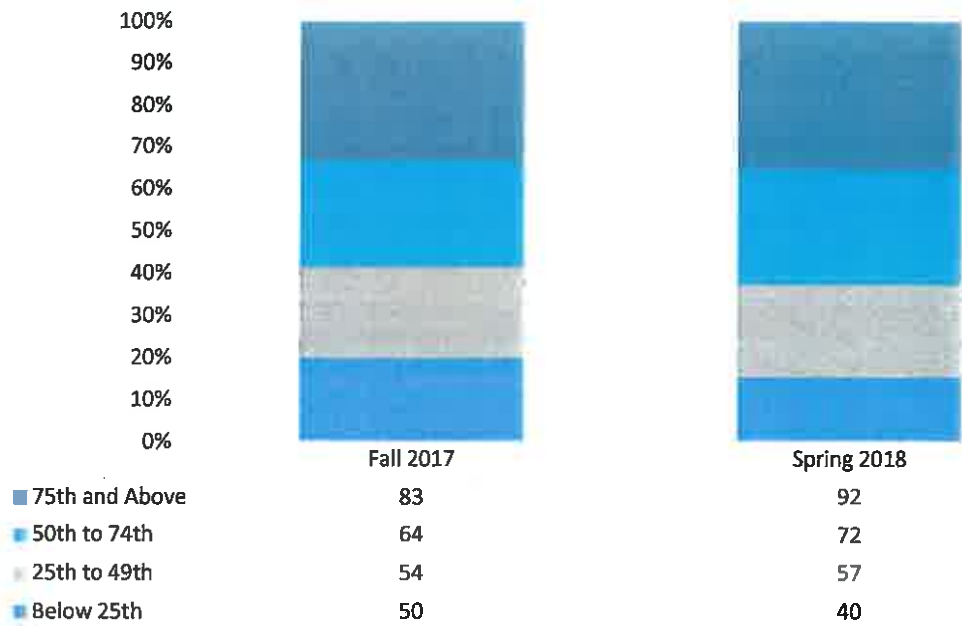
Action Plan for next year:

1. According to STAR Reading a point of weakness is explaining how an author uses reasons and evidence to support particular points in a text (CCSS.ELA-Literacy.RI.4.8). Address this skill in Guided Reading, in small groups, and individualized instruction. Model this skill explicitly through read aloud and whole-group instructions about text. Have students write about their reading, and provide evidence from the text to support author's thinking.
2. *Work on the three areas of comprehension (Within the Text, Beyond the Text and About the Text)* Continue to consider the Reading Strategies Unit of DGR, modify the strategies instruction to fit to the children's needs. If they need more practice with learning the comprehension reading strategies, give them the extra practice time as a whole class. Also, consider reading strategies inclusion when planning for Guided Reading, as small group, individualized instruction of the strategies will help the readers personalize the instruction. Lastly, use Read Aloud time as a place to discuss, model and practice higher level thinking skills such as, but not limited to: inferring, questioning, gathering details and determining importance, synthesizing and analyzing.

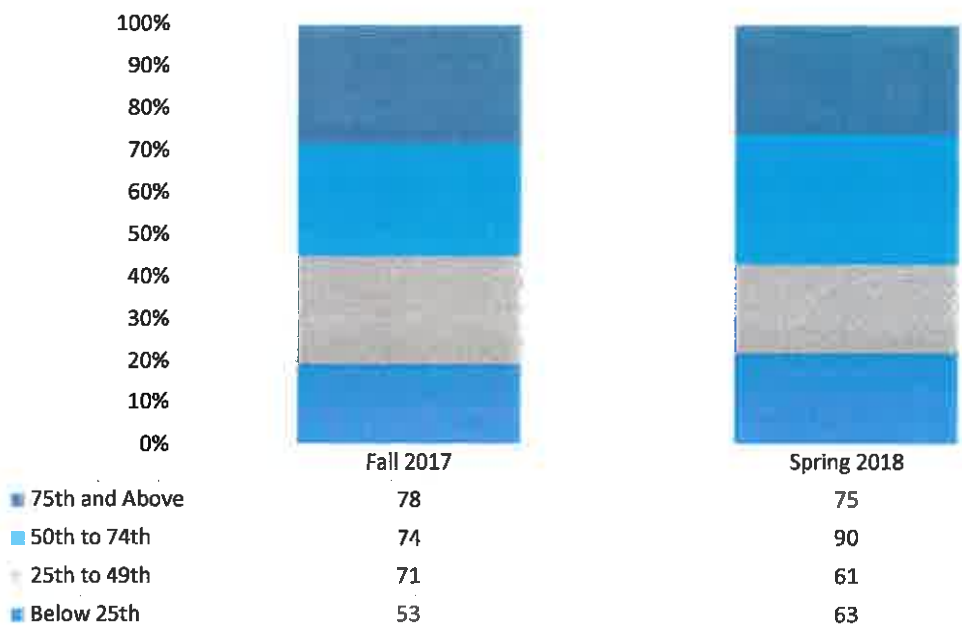
Developmentally, the children at this age level need practice with higher level thinking. They also need opportunities to write about their higher level thinking on a regular basis.

3. In the past, we have reported out numbers regarding the different areas of comprehension. They showed that students, generally, did well with the 'Within the Text' and 'Beyond the Text,' and scored lower with 'About the Text.' This trend is a natural course of events as readers progress through the levels and is not indicative of any cause of concern. Of course a student's comprehension will break down on the most difficult, abstract kind of thinking. That being said, we want teachers to keep focused on extending their students' thinking and developing their inner dialog while they are reading.
4. Continue to make sure ***Guided Reading Instruction is being delivered on a regular basis*** for all students. Below Grade Level students should receive instruction more often than higher level readers. Higher level readers still need explicit instruction, especially since they are showing that they are not making average yearly growth (as measured by STAR, fourth grade fell in the 30th percentile). Often, they can meet fewer times every week because they are able to work more independently at their appropriate reading level.
5. Teachers need to continue to ***collect observational reading data each day*** during small group Guided Reading Instruction so they can gather information about each of their student's as readers. This information would help to guide our reading instruction to fit the needs of all of our students.
6. For several years, we have noticed that our most struggling readers start behind. They can make a great year of growth, but are often unable to make the gains necessary to become a grade level reader. We would like to have some professional development around helping the most struggling readers close the gap of learning.
7. We need to identify students who score significantly higher than grade level on the STAR assessment and focus on giving them experiences in guided reading to develop their skills so they are more likely to reach average growth.
8. With an eye to the future of ***the increased rigor of the standardized testing***, keep an eye out for opportunities to bring up their technical skills and reading/thinking strategies so they can handle the demands of the testing.

STAR Reading - PR Distribution Class of 2025



STAR Reading - PR Distribution Class of 2024



STAR Reading - PR Distribution Class of 2023

