

Cut-off Scores to Determine a Significant Reading Deficiency

For the 2012-13 and the 2013-14 school years, users of DIBELS 6th and 7th (DIBELS Next) editions and PALS should use the cut-off scores established by the authors of those assessments to determine a significant reading deficiency. DIBELS 6th edition users should use the score for NWF-CLS (Nonsense Word Fluency—Correct Letter Sounds) for Kindergarten and ORF (Oral Reading Fluency) for grades 1-3 (except where otherwise noted). DIBELS 7th (DIBELS Next) users should use the Composite Score, and PALS users should use the Summed Score. For your reference, cut-off scores are listed below for DIBELS 6th and 7th editions, PALS, and DRA2. Students must score above the cut-off score to not be identified as having a significant reading deficiency.

PALS Summed Score Cut-off Scores:

	Fall	Winter	Spring
Kindergarten	28	65	81
1 st Grade	39	57	35
2 nd Grade	35	42	54
3 rd Grade	54	63	65

DIBELS 6th Edition Cut-off Scores:

	Fall	Winter	Spring
Kindergarten (NWF-CLS)	ISF-3 and LNF-1	4	14
1 st Grade (ORF)	NWF-12	7	19
2 nd Grade (ORF)	25	51	69
3 rd Grade (ORF)	52	66	79

DIBELS 7th Edition (DIBELS Next) Composite Score Cut-off Scores:

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

DRA2 Cut-off Scores: (Independent Level)

	Fall	Winter	Spring
Kindergarten	NA*	NA**	A
1 st Grade	A	6	10
2 nd Grade	10	14	18
3 rd Grade	18	22	28

*For the beginning and middle of the year, teachers should use the Word Analysis assessments from DRA2 for Kindergarten students to determine a significant reading deficiency. For the beginning of the year, teachers should use Tasks 3, 5, and 6 (Isolating Initial Sound, Recognizing Lowercase Letters, and Recognizing Capital Letters). Students should score higher than 3 on Task 3 (Isolating Initial Sound) and higher than 9 on Tasks 5 and 6 (Recognizing Lowercase and Capital Letters).

**For the middle of the year, in addition to Tasks 3, 5, and 6, teachers should use Task 21 (Segmenting Words into Phonemes). Students should score higher than 7 on Task 3 (Isolating Initial Sound), higher than 20 on Tasks 5 and 6 ((Recognizing Lowercase and Capital Letters), and higher than 5 on Task 21 (Segmenting Words into Phonemes).

Proposed SBE Rules

3.00 Determination of Significant Reading Deficiency. In grades K-3, determination that a child has a Significant Reading Deficiency in English will be based on:

3.01 (A) A child scoring at least twice at or below the cut-off score category established by the interim assessment within a school year. All children shall be tested within 30 days of enrollment, and any child scoring at or below the cut-off shall be retested within 30 days on the same state board approved interim assessment.

4.00 Upon Determination of Significant Reading Deficiency. For students in grades K-3, upon determining a child has a Significant Reading Deficiency, the teacher shall:

4.01 (A) Administer a State Board approved diagnostic assessment to identify the student's specific skill deficiencies in one or more of the components of reading: phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension and;

4.01 (B) Monitor the ongoing progress of students determined to have a Significant Reading Deficiency by administering the selected State Board approved interim assessment periodically throughout the school year until the student demonstrates grade level proficiency and is removed from a READ plan and;

4.01 (C) Collect a body of evidence to demonstrate the child is making sufficient progress to meet grade level or state approved standards, as outlined in the Minimum Reading Competency Skill Levels defined in section 5.00 of these rules.