USBE 'Reading on Grade Level' Targets for Acadience Reading K-6

Acadience Reading measures are reliable, valid, and efficient indicators of whether students are on track in acquisition and growth of essential early literacy and reading skills - the skills that are necessary for reading success. With universal screening and progress-monitoring components, these measures are critical tools that help teachers to:

- identify students who need intervention support,

- evaluate the effectiveness of interventions, and

- support the Response to Intervention (RTI)/Multi-tiered System of Support (MTSS) model.

The Acadience Reading K-6 measures are designed to be used frequently and are sensitive to student learning and growth over time. After conducting a benchmark assessment with Acadience Reading, a great deal is known about the skills on which a student may need instructional support. Progress monitoring on the skills that are the focus of instruction provides teachers with an indicator of the effectiveness of that instruction.

The Reading Composite Score on Acadience Reading K-6 is a very strong predictor of the Utah State reading outcome assessment. These strong predictions are consistent with results from other analyses of the relation between Acadience Reading K-6 and other state outcome assessments (Good, Powell-Smith, Abbott, VanLoo, Warnock, & Latimer, 2018, https://acadiencelearning.org/papers/CCSS_handout_NASP_2018.pdf).

Table 1

Relation Between Acadience Reading Composite Score and Utah State Reading Outcome Assessment by Grade

Grade	Correlation	R-squared
1	.64	.41
2	.69	.48
3	.73	.53

The strong prediction of state reading outcome assessments supports the use of Acadience Reading K-6 in monitoring progress throughout the year toward desired reading outcomes. The USBE has established end-of-year targets for reading on grade level in grades 1 – 3. Those targets are roughly comparable to the Above Benchmark level reported for Acadience Reading K-6 as illustrated in Table 2. The USBE targets are within 1 or 2 percentile ranks of the Acadience Above Benchmark level. In addition, the USBE targets are generally consistent with the level that puts the odds in favor of meeting or exceeding the SBAC ELA and other state standards (Good, Powell-Smith, Abbott, VanLoo, Warnock, & Latimer, 2018, https://acadiencelearning.org/papers/CCSS_handout_NASP_2018.pdf).

Table 2

Comparison of USBE 'Reading on Grade Level' and Acadience Above Benchmark Level for End-of-Year Assessment by Grade

	USBE 'Reading on Grade Level' for end of year			Acadience Above Benchmark level for end of year	
Grade	Lexile	Reading Composite Score	National Percentile	Reading Composite Score	National Percentile
1	195L	205	55	208	56
2	545L	290	54	287	53
3	750L	410	62	405	60

In summary, we think the USBE 'Reading on Grade Level' targets appear reasonable and consistent with the research we have conducted that examined the relation between the Acadience Reading Composite Score and other state reading outcome assessments. For ongoing progress monitoring decisions about student progress, the Above Benchmark level included in Acadience Reading K-6 reports would provide a reasonable approximation of the USBE 'Reading on Grade Level' targets.