

M6 - Case Study: Final Literacy Assessment and Plan

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SPED 741: Methods and Assessments: Literacy Interventions for Struggling Learners and
Students with High-Incidence Disabilities

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Case Study: Preliminary Assessment Plan

Demographics and Family Background

The student selected for this case study is “Ace” (pseudonym), is a 7-year-old in Grade 2 at South View Primary School in Singapore. He is of Chinese-Indian descent and lives with his father, stepmother, and 1-year-old stepbrother following his parents' divorce. English is the primary language at home and school. Conversations with Ace’s father revealed that early family transitions, including the divorce and interruptions from the COVID-19 pandemic, impacted Ace’s early literacy development. During this period, Ace frequently engaged with YouTube videos for entertainment and informal learning, which offered limited structured literacy foundations.

Interests and Motivational Drivers

Ace is a motivated student who responds well to positive reinforcement, such as stickers or verbal praise. He enjoys creative activities like drawing and building unique objects with Lego, demonstrating neat handwriting and controlled fine motor skills. Ace also participates in sports, including soccer, and socializes through video games. While he is generally enthusiastic about learning, he has expressed that he finds reading challenging and feels uncomfortable reading aloud in class.

Literacy and Cognitive Profile

Interviews with Ace, his father, and teachers reveal difficulties in literacy, especially expressive language. Ace frequently responds in short phrases and requires prompts to elaborate.

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Phonological assessments indicate that Ace's phonological awareness is below expected benchmarks in tasks like elision, blending, and sound matching. His Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2) standard score for phonological awareness was 69 (well below average), phonological memory was 85 (below average), and while his rapid symbolic naming was average, non-symbolic naming was low, suggesting slower verbal fluency.

Cognitive assessments (WISC-V and WIAT-4) place Ace's overall cognitive functioning within the average range (Full Scale IQ of 91), with strengths in working memory (WMI = 112) and weakness in verbal comprehension (VCI = 76). His reading and writing skills are below grade level in decoding, fluency, and oral comprehension, though his math performance meets grade expectations. Diagnosed with ADHD (inattentive presentation) and a moderate-to-severe learning disorder affecting reading and writing, Ace needs individualized academic support. Classroom observations further show that he is often distracted and benefits from frequent redirection, especially during structured literacy tasks.

Goals and Intervention Needs

Ace's literacy goals focus on strengthening phonemic awareness, phonics, and reading fluency. Due to his below-grade-level decoding skills, he would benefit from targeted instruction in phoneme manipulation and blending, as well as direct vocabulary instruction to improve comprehension and verbal expression. Strategies to enhance focus and executive functioning are also essential for his progress.

In Grade 1, Ace's IEP provided accommodations like one-on-one phonics sessions, preferential seating, scheduled breaks, visual aids, simplified directions, and small group

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instruction. Despite daily 45-minute interventions in decoding, spelling, and vocabulary, he remains below grade level. I selected him for this case study to assess his strengths and needs and to develop targeted instruction to support his progress.

Preliminary Assessment Plan

Given Ace's foundational literacy struggles, the preliminary assessment plan will focus on the following skill domains to understand his specific areas of strength and need:

1. **Phonemic Awareness and Phonics:** Assessing Ace's ability to identify and manipulate sounds in spoken language while evaluating his understanding of letter-sound relationships and decoding skills. This includes measuring his proficiency in decoding real and nonsense words to gauge phonics application.
2. **Fluency:** Assessing reading speed, accuracy, and prosody to evaluate overall fluency with connected text, essential for comprehension.
3. **Vocabulary:** Evaluating recognition and understanding of grade-level sight words and general vocabulary to gauge verbal expression and comprehension.
4. **Reading Comprehension:** Assessing Ace's ability to understand and interpret texts, including answering questions and drawing inferences.
5. **Expressive Language:** Evaluating his clarity in expressing thoughts, including vocabulary and sentence structure, supporting reading comprehension and literacy development.
6. **Spelling and Encoding:** Assessing Ace's ability to translate phonemic awareness into written form through spelling tasks. This includes evaluating his ability to encode words (spell) based on sound-letter relationships, as well as examining his attempts at spelling

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both familiar and novel words. This assessment will help determine how well his phonemic skills transfer to writing and whether there are specific areas of difficulty in encoding.

By collecting data across these skill domains, the assessment plan will offer a comprehensive understanding of Ace's literacy strengths and areas for growth, guiding future intervention strategies tailored to his needs.

Decoding - Phonemic Awareness and Phonics

Ace, a seven-year-old second grader at South View Primary School in Singapore, was assessed last year and showed significant weaknesses in phonological awareness, particularly in elision, word blending, and sound matching. He struggles with spelling and often resists writing tasks, which impacts his oral reading and has led to him reading two years below grade level. To assess his phonemic skills—such as identifying initial, medial, and final sounds, matching sounds to letters, and gauging his speed and accuracy in sound blending—I administered the Grade 1 End-of-Year Phonemic Segmentation Fluency (PSF) and Grade 2 Beginning-of-Year and Middle-of-Year Nonsense Word Fluency (NWF) assessments from DIBELS 8th edition. I used gentle reminders and provided breaks to help him stay focused throughout the testing.

Phonics / Phonemic Awareness Results and Analysis

Phonemic Segmentation Fluency (PSF) Scores, Risk Analysis, and Interpretation

Ace scored 17 out of 29 correct sounds, achieving 58.6% accuracy. This score falls below the Grade 1 benchmark of 36 phonemes per minute, placing him in the Red – Intensive Support category (Good & Kaminski, 2002) and aligning with the beginning-of-year level for

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kindergarten (Blue – Core Support category, 15+ phonemes per minute). Ace’s results indicate a need for immediate, intensive intervention.

Segmenting words' sounds (phonemes) is a new skill for Ace. Although Ace shows strengths in recognizing short vowels, familiar letter sounds, some high-frequency words by sight, and blending simple CVC words, he consistently needs support with long vowel sounds (e.g., “no,” “my,” and “say”), decoding VCe words (e.g., “line” and “safe”), and diphthongs (“ow” in “down” and “ay” in “say”). Developing these skills will be crucial to improving his reading fluency.

Nonsense Word Fluency (NWF) Scores and Interpretation

At the start of Grade 2, the benchmark for core reading skills is 50 correct phonemes per minute. Ace scored 36 correct letter sounds per minute (CLS) and 10 WRC (BOY and MOY), placing him below this benchmark in the "Red - Intensive Support" category for Grade 2 (Good & Kaminski, 2002). His score aligns more closely with the Grade 1 benchmark for "Green - Core Support" (30 CLS), indicating a potential risk for reading difficulties.

Ace shows proficiency with short vowels and consonants but often self-corrects the short "a" sound in nonsense words, pronouncing “gan” and “yan” as “gen” and “yen.” This inconsistency could impact his spelling development. In Whole Word Reading (WWR), he scored 10, placing him in the "Yellow - Strategic Support" range for Grade 2 and meeting the beginning-of-year benchmark for Grade 1 (5 WWR). Despite prompts to read whole words, Ace read only 10 out of 12 in a minute, frequently missing words with the short "a" sound, indicating possible uncertainty with this sound—a common challenge for students with limited pseudoword decoding and phonological awareness.

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Ace's performance highlights the need for targeted support in recognizing long vowel sounds, phonemic segmentation, decoding VCe words, word synthesis and blending, and decoding diphthongs. These phonological and decoding challenges impact his reading fluency and automatic word recognition. Focused intervention in these areas is essential to boost his reading fluency proficiency.

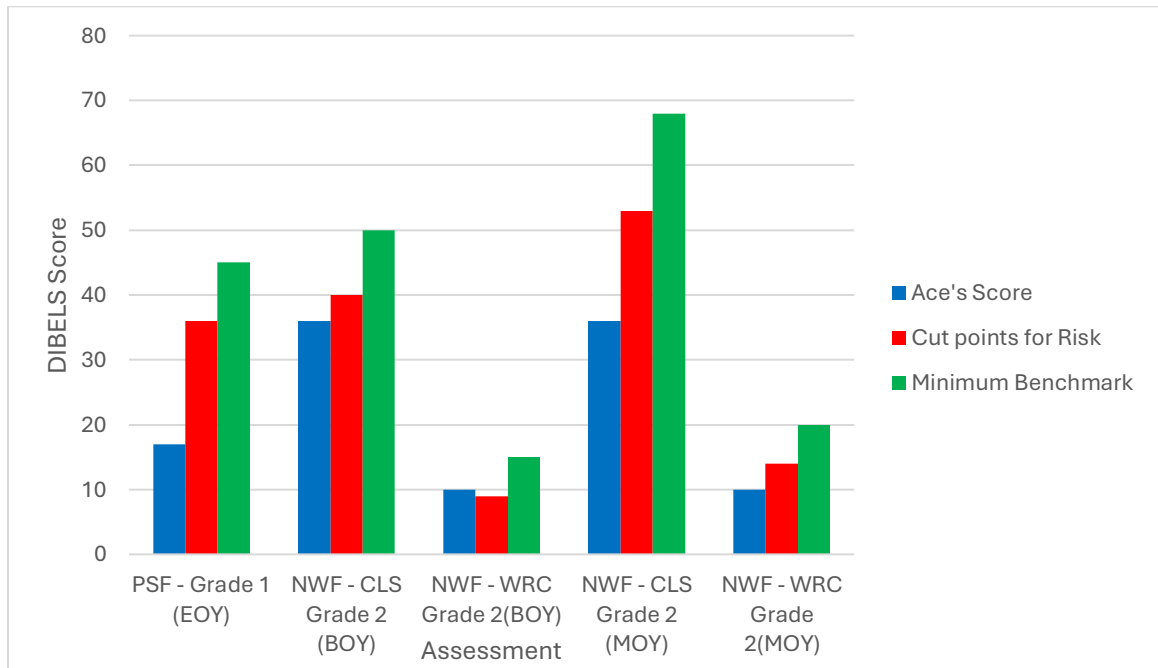


Fig 1. Ace's performance on DIBELS compared to benchmark averages and Cut points for Risk

Fluency

Ace's previous assessments revealed persistent challenges in long vowel recognition, phonemic segmentation, VCe word decoding, and diphthong blending, which impact his fluency and automatic word recognition. To better assess his reading accuracy, fluency, and phonics skills, I administered the Grade 2 WRF and ORF assessments at the beginning (BOY) and

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middle (MOY) of the year, incorporating breaks and prompts to maintain his focus and engagement.

Fluency Results and Analysis

Word Reading Fluency (WRF) Scores, Risk Analysis, and Interpretation

Ace's beginning-of-year (BOY) Grade 2 Word Reading Fluency (WRF) assessment showed a score of 15 correct words per minute (CWPM) with 75% accuracy, placing him in the Red - Intensive Support category (0-17 CWPM) for Grade 2 (Good & Kaminski, 2002). At the middle-of-year (MOY) assessment, he scored 12 out of 17 words with 70% accuracy, remaining below the 36 CWPM benchmark and in the intensive support range (0-22 CWPM). His performance, closely aligning with the first-grade BOY benchmark of 12 CWPM, highlights significant reading difficulties and underscores the need for immediate fluency intervention (DIBELS 8th Edition Reading (Grades K-3), n.d.-b).

Ace demonstrates proficiency with familiar sight words and simple CVC words but relies heavily on mental blending and self-correction (e.g., 'going,' 'over'), indicating a dependence on decoding rather than automatic recognition. This slows his fluency and may reflect his hesitancy, or lack of confidence, possibly driven by fear of making errors. His slow transition from recognition to articulation suggests possible processing difficulties. Ace consistently struggles with long vowels and blending VCe words and needs more practice with advanced vowel teams (e.g., 'ea'). These challenges hinder his ability to quickly decode unfamiliar words, limiting fluency gains and providing insufficient data on complex pattern mastery during brief assessments.

Oral Reading Fluency (ORF) Score, Risk Analysis, and Interpretation

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At the beginning of Grade 2, the Oral Reading Fluency (ORF) benchmark for core support is 49 correct words per minute (CWPM). Ace scored 25 CWPM with 92.5% accuracy, placing him in the "Red - Intensive Support" range (0-28 CWPM) and indicating a risk for reading difficulties. His performance aligns more closely with the middle of first grade "Green - Core Support" benchmark of 21 CWPM, reflecting slow, effortful reading due to internal word-blending before reading aloud. This significantly impacts his fluency for his grade level (*DIBELS 8th Edition Reading (Grades K-3)*, n.d.-b).

Ace shows proficiency with familiar sight words, simple CVC words and knowledge of consonant blends like 'gr' in 'grass' with occasional self-corrections and exhibits strength in blending r-controlled vowels ('ar,' 'ur'), complex blends ('str'), and digraphs ('ch'). He also blends advanced vowel teams like 'ee' in 'street' and 'tree.' However, his limited reading volume prevents a thorough assessment of his mastery of complex vowel teams, digraphs, and diphthongs. Overall, Ace's reasonably high accuracy but laborious and slow reading, suggests a lack of automaticity due to limited knowledge of word parts, syllables, and orthographic patterns, which can greatly impede reading fluency (Hasbrouck & Hougen, 2020, p.183). Targeted interventions to improve automaticity and reading fluency will be essential to enhancing his proficiency.

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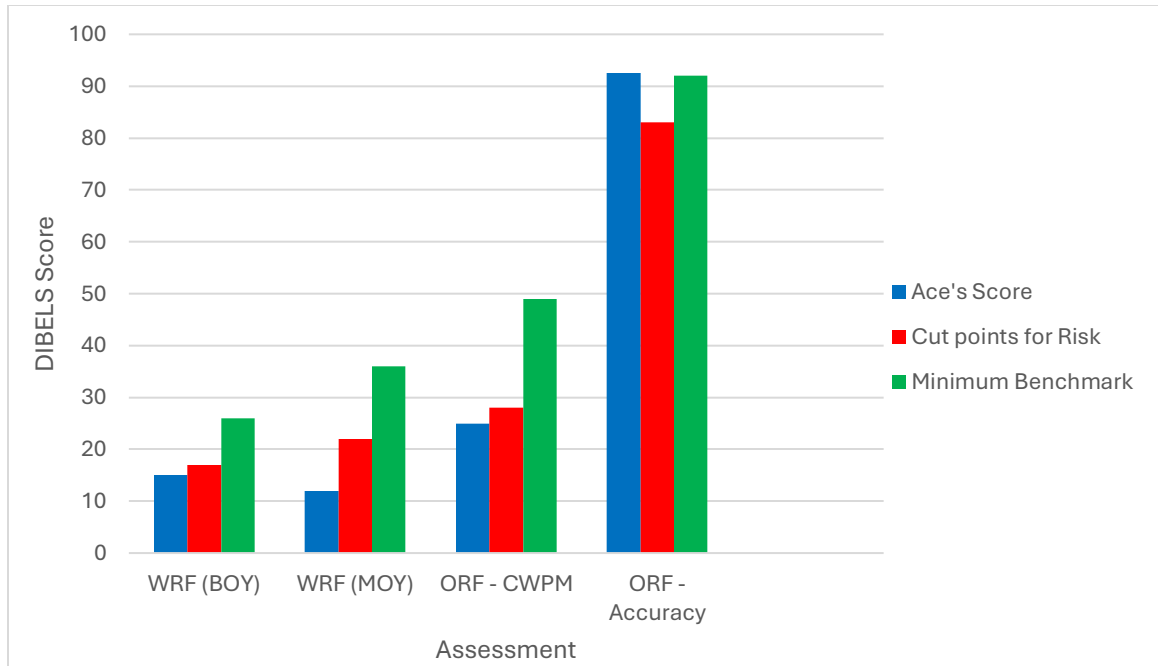


Fig 1. Ace's performance on DIBELS compared to benchmark averages and Cut points for Risk

Vocabulary Assessment and Plan

The CORE Vocabulary Screening assessment measures reading vocabulary by evaluating word meanings without context clues, identifying students whose vocabulary is below that of their peers. Ace's vocabulary challenges stem from limited exposure, which impacts his comprehension of grade-level texts and diminishes engagement due to decoding and fluency difficulties. To assess his skills, I administered the CORE Vocabulary Assessment Form 2A (Grade 2) first orally. Considering his reading and blending struggles, I followed this by administering Form 1A (Grade 1) the next day (to avoid overwhelming him) to fully understand his vocabulary gaps. I provided reminders and breaks to maintain focus.

The untimed format suited him, allowing independent attempts at reading words. His determination was evident, and when he struggled, I read words aloud, reducing frustration and

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enabling him to focus on selecting accurate meanings. This strategy proved effective in supporting his progress.

Vocabulary Results and Analysis

Core Vocabulary Screening Assessment Scores, Results Analysis, and Interpretation

In the CORE Vocabulary Screening (Form 2A – Grade 2 Level), Ace correctly identified 14 out of 30 words (46.6%), placing him in the Intensive category (0-14 correct, or $\leq 49\%$). This score highlights Ace's significant challenges with grade-level vocabulary, impacting his ability to understand texts and leading to difficulties in comprehension and fluency (Hougen & Smartt, 2020). His vocabulary gaps place him at risk for academic struggles.

To gain a more comprehensive understanding of Ace's vocabulary, I also administered Form 1A (Grade 1 Level), where he scored 23 out of 30 words (76.6%), placing him in the Benchmark category ($\geq 75\%$). This indicates a solid vocabulary for Grade 1-level texts. However, this assessment was given as a listening task due to Ace's ongoing phonological processing and decoding difficulties, which hinder his ability to read independently and affect his stamina for engaging with text.

Research has shown that children's vocabulary size in kindergarten predicts their reading comprehension in elementary school, with first-grade vocabulary size forecasting comprehension a decade later, while restricted vocabulary by third grade is linked to declining comprehension in later years (Weiser, 2013). The gap between his Grade 1 and Grade 2 performance underscores the urgency of addressing his Grade 2 vocabulary deficits, along with reinforcing phonological awareness, phonics, and fluency.

DIBELS Assessment Insights

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Results from DIBELS (PSF, NWF, WRF, and ORF) further highlight Ace's challenges in fluency and comprehension. These assessments reveal deficits in phonological awareness, fluency, and word recognition, which directly affect his ability to decode and understand grade-level texts. This pattern is consistent with research showing how a lack of vocabulary compounds struggles with fluency and comprehension (Clemens et al., 2016). Given the interrelated nature of Ace's difficulties, targeted interventions addressing both vocabulary and foundational reading skills are crucial to improving his reading comprehension and overall academic performance.

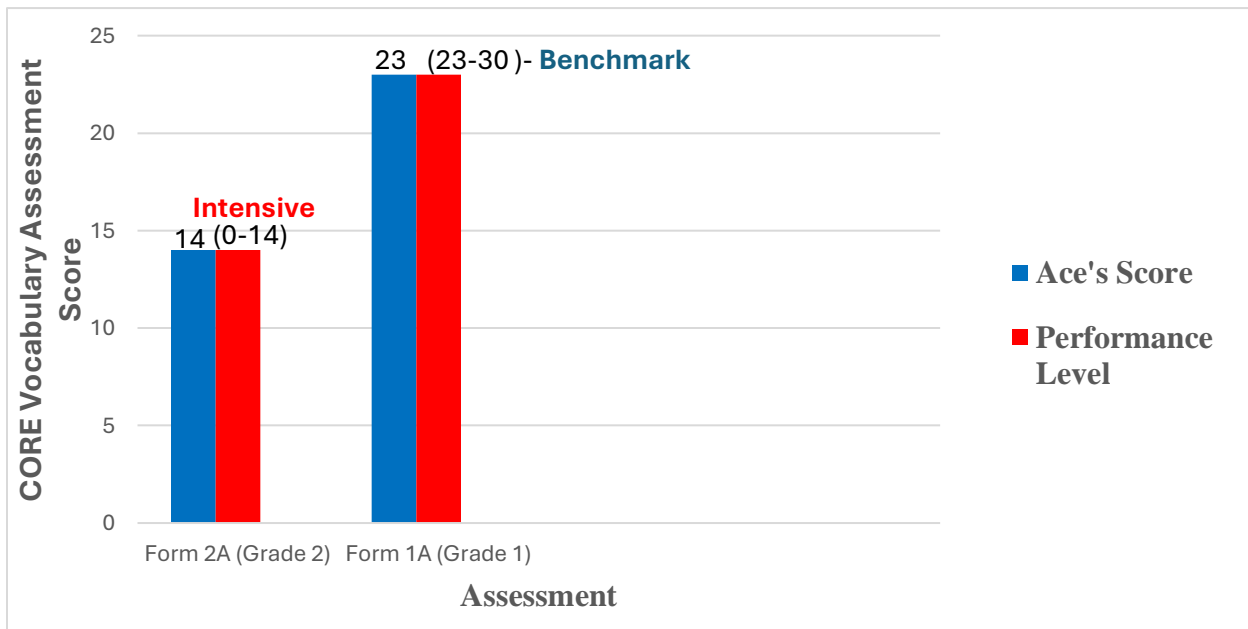


Fig 1. Ace's performance on DIBELS compared to benchmark averages and Cut points for Risk

Reading Comprehension

The CORE Maze Reading Comprehension is a standardized measure designed to evaluate students' understanding of text passages by filling in missing words within sentences

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based on contextual clues (Burns, Rapee, & Honsberger, 2004). This task assesses the ability to infer meaning and comprehend context. Given Ace's difficulties with decoding, word recognition, and fluency, this assessment will help to identify his reading comprehension level. To determine if Ace's performance falls in the Benchmark, Strategic, or Intensive category, and to identify areas where he may need additional support, I administered the Grade 2 CORE Maze Reading Comprehension assessment as a listening task to isolate his comprehension skills from the challenges posed by reading text independently (CORE, 2021). I provided gentle reminders and breaks throughout the assessment to help Ace stay focused and engaged.

Analysis of CORE Reading Maze Comprehension Scores

Scores, Risk Analysis, and Interpretation

Ace's Grade 2 CORE Reading Maze Comprehension 2-A assessment score was nine correct responses with one error. Compared to benchmark scores for Grade 2 (Spring - equivalent to fall term as the school year starts in January in Singapore)—thirteen (benchmark), nine (strategic), and five (intensive)—Ace's performance places him at the strategic (instructional) level. While this suggests he is not at immediate risk, it is important to note that the assessment reflects his listening comprehension rather than independent reading comprehension.

Research indicates that students with decoding and fluency challenges often exhibit stronger listening comprehension compared to reading comprehension, as listening bypasses the demands of decoding and phonological processing (Nation et al., 2004). Clemens et al. (2016) further highlight that students with low reading comprehension frequently struggle with fluency and vocabulary, while their listening comprehension may remain relatively intact. Ace's

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performance aligns with this pattern, suggesting he could benefit from targeted interventions that leverage his strengths in listening comprehension to support broader literacy development.

Given his deficits in decoding, fluency, and vocabulary as indicated by other assessments, interventions should focus on these underlying areas. Specific strategies could include listening comprehension activities paired with vocabulary enhancement, the use of audiobooks to deepen contextual understanding, and explicit instruction in comprehension strategies such as summarizing and predicting delivered through oral tasks. Additionally, building Ace's reading endurance through scaffolded reading practice will be essential. Regular reassessment of both listening and reading comprehension will help track his progress and refine the intervention plan, ensuring that gains in decoding and fluency translate to improved independent reading comprehension.

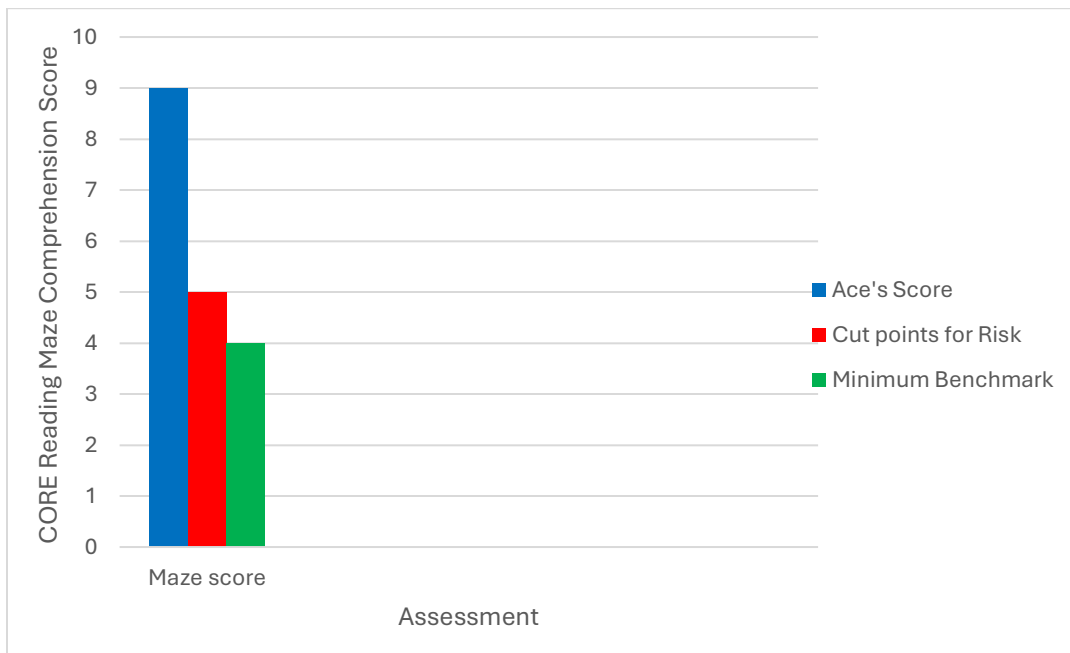


Fig 1. Ace's performance on CORE Maze Reading Comprehension Assessment compared to benchmark averages and Cut points for Risk

Disciplinary Literacy Assessment

Designing a formative assessment for 2nd-grade math that incorporates disciplinary literacy involves creating tasks that not only assess students' mathematical understanding but also their ability to read, write, and communicate using the language of mathematics. To determine whether Ace has a solid foundation in both second-grade math concepts and the language skills needed to understand and communicate his thought process as he works through the given problems effectively, I administered a strategically designed Grade 2 Strategic Content Literacy formative assessment (Gillis & Van Wig, 2015). Research highlights the importance of integrating content-area literacy with math instruction to support students' problem-solving and reasoning skills (Shanahan & Shanahan, 2008). Additionally, tailored assessments can provide valuable insights into students' individual needs, particularly for those with specific learning challenges (Tomlinson, 2001).

Motivation and Engagement Levels

At the start of the assessment, Ace appeared to have low motivation. While the exact cause of this is unclear, his body language suggested challenges with maintaining focus and staying still. To support him, I incorporated gentle reminders and provided breaks throughout the session to help sustain his attention and engagement. Administering the assessment as a listening activity also appeared to help Ace feel more at ease and contributed to a more relaxed testing environment.

Second Grade Math Formative Assessment and Results

Scores, Risk Analysis, and Interpretation

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Ace scored 11 out of the total possible 25 points (44%) on the assessment, performing below grade level. His results reflect significant challenges stemming from reading difficulties, as evidenced by his DIBELS scores, CORE Vocabulary screening, and CORE Reading Maze Comprehension results. The assessment, focused on addition and subtraction within 100, was particularly challenging for Ace due to the extensive reading and comprehension required.

While Ace demonstrates strong skills in mathematical computation and working with symbols and equations, his struggles with phonological awareness, phonics, and both general and math-specific vocabulary hindered his ability to decode text, understand problem contexts, follow multi-step instructions, and articulate ideas to solve word problems. Even when problems were read aloud, he often misinterpreted key details or skipped critical information, resulting in errors. His limited familiarity with general and math-specific terms such as “loses,” “difference,” “how many are left?” and “taken out” further impacted his reasoning and ability to explain solutions.

Despite writing correct equations, Ace found it difficult to provide clear written explanations due to limited vocabulary and challenges with spelling, sentence structure, and comprehension. Verbally, he avoided using mathematical terminology, relying instead on simpler language that did not fully convey his understanding.

Additionally, Ace’s performance on the CORE Reading Maze suggests a lack of confidence in reading comprehension, which may lead to second-guessing and hesitation when tackling math word problems. These challenges highlight the need for targeted support in decoding, fluency, and content-specific vocabulary to help Ace build stronger disciplinary literacy in math.

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Sentence Writing Assessment

The sentence writing assessment is a vital tool for evaluating Ace's ability to express thoughts clearly, focusing on vocabulary, sentence structure, and coherence. Insights from parent and teacher interviews highlight his struggles with literacy and expressive language, including reliance on prompts and brief responses. Graham and Hebert (2010) emphasize that writing activities improve reading comprehension and critical thinking by helping students organize and articulate their ideas, fostering both written and verbal communication skills to address challenges like Ace's.

Motivation and Engagement Levels

Encouraging Ace to write a paragraph on Legos required gentle motivation through activities like reading books and discussing his favorite Lego toys. Despite this, he was hesitant, likely due to pressure to meet school writing expectations and challenges with self-confidence and writing mechanics, such as spelling and sentence construction. I supported him with guiding questions and positive reinforcement to sustain motivation and allowed him to stop when he felt unable to continue, ensuring a positive, low-stress experience.

Sentence Writing Assessment and Results

Scores, Risk Analysis, and Interpretation

Ace's writing assessment indicates that out of 6 total sentence attempts, 5 were complete sentences, resulting in a Percentage of Complete Sentences of 83.33%, with 1 sentence identified as a fragment (non-sentence), contributing to a Percentage of Non-Sentences of 16.67%. His writing is largely composed of simple sentences, with no attempts at more complex sentence structures (compound, complex, or compound/complex), leading to a Percentage of Complicated Sentences of 0% and a Percentage of Complicated Sentences Punctuated Correctly of 0%.

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Compared to the mastery levels, where **Complete Sentences** are expected to reach **100%**, **Complicated Sentences** at **33%, 40%, or 50%**, and **Complicated Sentences Punctuated Correctly** at **66%**, Ace's current performance highlights areas for growth in both sentence variety and grammatical precision.

Ace's writing shows a clear focus on Lego and reflects progress in constructing basic sentences. However, it highlights significant areas for improvement, including spelling, grammar, punctuation, capitalization, and organization. His writing relies on simple sentences (SV) without any compound or complex structures, suggesting he is still developing the ability to write with greater variety and sophistication. While his enthusiasm is evident in phrases like "Fest cars" and mentions of playing with friends and building with his dad, the lack of logical progression and transitions impacts the overall coherence of his writing. Spelling mistakes such as "wit" ("with"), "frends" ("friends"), and "bild" ("build"), as well as the fragment "Fest cars," emphasize the need to focus on clarity and sentence completeness. Encouraging Ace to elaborate on his activities would strengthen his voice and make his writing more engaging.

In Singapore's education system, where Grade 2 students are expected to write with more complexity, Ace's current skills fall below the standard. His apparent anxiety toward writing tasks further exacerbates these challenges, underscoring the importance of providing targeted support to enhance his confidence and writing abilities. Despite these challenges, Ace shows strength in constructing simple sentences and recognizing familiar sight words. However, there is a pressing need for targeted support to help him address incomplete sentences, correct spelling errors, and develop more advanced sentence structures. This support will be crucial for Ace to build his confidence and achieve grade-level writing standards.

Summary of Ace's Literacy Strengths and Weaknesses

Strengths

Based on my observations during assessments and while working with Ace, he demonstrates several strengths in literacy. Ace excels in processing and retaining auditory information, particularly with tasks that involve recalling simple sequences, manipulating auditory data, and inferring meaning from listening activities. Ace's most notable strengths are his eagerness to learn and strong work ethic. He consistently demonstrates perseverance by diligently practicing and reviewing new material at home, making noticeable progress each day. In addition, Ace shows a strong ability to process and utilize visual information. He benefits from visual aids and activities that involve familiar word and pattern recognition, particularly in recognition tasks where he identifies correct answers, rather than relying on free recall. This strength in visual learning supports his overall comprehension. In terms of literacy, Ace is proficient in recognizing sight words, decoding simple CVC words, and working with consonant blends and vowel teams, providing a solid foundation for further reading development. His ability to construct simple, complete sentences reflects emerging writing skills. Additionally, Ace's personal interests, such as Legos, serve as valuable motivation for engaging him in writing tasks.

Weaknesses:

Ace faces challenges in phonemic awareness, phonics, and vocabulary development, which impact his reading fluency and comprehension. He struggles with long vowels, VCe patterns, and diphthong blending, affecting his fluency and automaticity in reading. His vocabulary gap (Grade 2 CORE vocabulary score 46.6%) restricts his comprehension of more complex grade-level texts. In writing, Ace's work lacks complexity, coherence, and grammatical precision, with frequent spelling errors, incomplete sentences, and a lack of transitions hinder his ability to

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convey ideas clearly. His writing also lacks variety, which limits his ability to meet grade-level writing expectations. He also experiences difficulties with math literacy, especially with interpreting and solving word problems due to limited math-specific vocabulary. Additionally, Ace's confidence and motivation can fluctuate, particularly with tasks requiring independent reading or writing, emphasizing the need for a supportive learning environment.

Targeted Intervention Plan for Ace

This comprehensive intervention plan is designed to address Ace's specific literacy challenges, identified through **DIBELS** and **CORE Vocabulary assessments**, which reveal significant deficits in phonological awareness, word recognition, and grade-level vocabulary. These areas of difficulty are hindering his reading fluency and comprehension, as decoding and vocabulary are the foundation of text understanding. Therefore, targeted interventions in phonemic awareness, phonics, and vocabulary will be central to strengthening Ace's literacy skills and supporting his academic growth.

Phonemic Awareness and Phonics Instruction

Ace's intervention will focus on the development of his phonemic awareness and phonics skills using a multi-sensory **Orton-Gillingham** approach. This method is chosen because of its effectiveness in helping students like Ace, who struggle with phonological processing. Phonemic manipulation exercises (e.g., sound substitution, deletion, addition) will target long vowels, VCe patterns, and diphthongs, directly addressing his decoding difficulties. Visual cues, manipulatives (e.g., letter tiles), and kinesthetic activities (e.g., tapping, clapping) will be incorporated to help Ace retain and apply phonics rules more effectively. Repeated practice of

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these foundational skills will help Ace improve word recognition and decoding, which are critical for his reading fluency.

Vocabulary Development

Ace's vocabulary gap, as identified by the assessments, will be addressed through explicit instruction on high-frequency Grade 2 words, context clues, and the **LINCS Vocabulary Strategy**. This will help Ace build the word base he needs to improve comprehension. Strategies such as flashcards, word bingo, read-aloud, repeated reading, and other interactive activities will engage Ace in vocabulary acquisition while also addressing his vocabulary retention challenges. By integrating these strategies into interactive lessons, we aim to increase Ace's word recognition and contextual understanding.

Leveraging Strengths: Working Memory and Listening Comprehension

Ace's strong **working memory** will be leveraged to support his learning in these areas. Instructional strategies that integrate visual and verbal elements, such as graphic organizers and color-coded word patterns, will aid his processing and retention. Listening comprehension activities, such as audiobooks and read-aloud, will be incorporated to reinforce vocabulary development while taking advantage of Ace's auditory strengths. These multimodal strategies will help Ace reduce the cognitive load associated with decoding and improve his ability to comprehend and retain information.

Supporting ADHD-Related Challenges

Given Ace's ADHD, scaffolded and visually engaging instruction will help maintain his attention and motivation. The use of **differentiated tasks** and consistent repetition of previously

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learned content will promote active participation and sustained focus. Activities like tapping, clapping, and using manipulatives will help keep Ace actively engaged in the learning process, while minimizing distractions and encouraging task completion.

Reading Fluency and Writing Skills

For reading fluency, Ace will participate in **repeated reading**, **audio-assisted reading**, and **phrase-cued reading** to develop accuracy, expression, and prosody. This will help him read more smoothly and with greater confidence. In writing, Ace will focus on building complex sentence structures, emphasizing subject-verb agreement, punctuation, and transitions.

Motivational prompts related to Ace's interests, such as Legos, will reduce writing anxiety and help him foster creativity while working on writing organization and idea development.

Measurable Goals and Ongoing Monitoring

Clear, measurable goals will be set for decoding, vocabulary acquisition, reading fluency, and writing improvement. **Regular assessments** will monitor Ace's progress and inform necessary adjustments to instruction. By monitoring these areas, we aim to ensure Ace's continuous growth, boosting his confidence and reading comprehension. This multifaceted intervention plan is designed not only to meet Ace's immediate literacy needs but also to lay the groundwork for long-term academic success with increasingly complex texts.

Additional Considerations

Timeline and Review:

A structured timeline will ensure consistent tracking of Ace's progress, with intervention cycles spanning 8-12 weeks and progress reviews every 4 weeks to adjust strategies as needed.

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Family and School Involvement:

Regular communication with Ace's parents will ensure they receive updates and resources (e.g., phonics apps, vocabulary games) to support at-home learning. Teachers will collaborate to align interventions across settings for consistent support.

Adjustments and Long-Term Goals:

Ongoing tailored assessments will guide instructional adjustments. Long-term goals will gradually increase the complexity of texts and writing tasks to prepare Ace for more advanced reading comprehension and independent writing.

Lesson 1: Phonemic Awareness & Phonics with Guided Practice

Brief Lesson Description:

This 60-minute lesson focuses on phonemic awareness and phonics, targeting VCe patterns and diphthongs. It uses a multi-sensory approach, incorporating phonemic manipulation exercises, decoding drills, and interactive phonics practice. Writing and reading fluency are integrated, giving Ace the option to either work on writing practice or improve reading fluency using repeated or audio-assisted reading.

Learning Objectives:

- **Phonemic Awareness:** Ace will segment and blend sounds in words with VCe patterns and diphthongs using phonemic manipulation and visual cues.
- **Phonics:** Ace will decode words with VCe patterns and diphthongs, demonstrating proficiency with sound-letter correspondence and utilizing color-coded visual supports.
- **Writing/Reading Fluency:** Ace will form simple sentences incorporating VCe and diphthong words (writing choice) or improve reading fluency with repeated or audio-assisted reading of words learned during the lesson (reading fluency choice).

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Materials:

- Color-coded flashcards with VCe and diphthong words (e.g., cake, rain, coin, make)
- Whiteboard and color-coded markers
- Phonics apps (if available) for interactive practice
- Manipulatives (letter tiles, magnetic letters)
- Visual supports (sound wall, word family charts)
- Phonics worksheets for sentence practice
- Audio recorder or phonics apps for audio-assisted reading
- Visual checklist for writing or fluency tracking sheet

Instructional Arrangement:

- **Location:** Small group or one-on-one setting in a quiet space
- **Teacher:** One teacher (you)
- **Students:** One student (Ace)

Teaching Procedures:

1. Warm-up (10 minutes):

- **Phonemic Manipulation:** Engage Ace in phoneme manipulation exercises with words containing VCe patterns and diphthongs:
 - **Substitution:** For example, say “cake” and ask Ace to change the ‘k’ sound to ‘m’ to form “make.”
 - **Deletion:** Ask Ace to remove the ‘c’ sound from “cake” to form “ake.”
 - **Addition:** Ask Ace to add the ‘r’ sound to the beginning of “ain” to create “rain.”
 - Use letter tiles or magnetic letters to visually build and manipulate words, reinforcing the connection between sounds and letters.

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- **Tap-It-Out:** After phoneme manipulation, engage in a “Tap-It-Out” strategy. For example, say “cake” and have Ace tap each sound (c-a-k-e) aloud to reinforce sound segmentation. Use the sound wall for vowel sounds (e.g., long ‘a’ in “cake” and diphthongs like ‘oi’ in “coin”).

2. Phonics Instruction (15 minutes):

- **Introduce VCe and Diphthongs:** Use color-coded flashcards to introduce words with VCe patterns (e.g., cake, bike) and diphthongs (e.g., coin, rain).
- **Visual Demonstration:** Write the words on the whiteboard using color-coded markers to highlight vowel sounds and the silent ‘e’.
- **Tracing:** Have Ace repeat the words and trace them with his finger to reinforce kinesthetic learning.
- **Break-It-Down Activity:** Use letter tiles or blocks to segment the words (e.g., cake = c-a-k-e), prompting Ace to repeat each sound aloud, reinforcing the decoding process.

3. Decoding Drills (10 minutes):

- Provide additional practice with decoding drills focused on words with VCe patterns and diphthongs. Use color-coded word family charts (e.g., cake, make, take; coin, join, boil) to reinforce the relationship between words with similar patterns.

4. Interactive Phonics Practice (10 minutes):

- **Phonics Games:** Engage Ace with phonics apps or online interactive games that reinforce decoding words with VCe patterns and diphthongs. For example, have Ace sort words into categories (VCe vs. diphthongs) or match words to corresponding pictures and decode them aloud.

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- **Visual Reinforcement:** Use color-coded word cards to guide Ace through decoding drills, reinforcing visual pattern recognition.

5. Guided Practice (10 minutes) (Choice Activity):

- **Option 1 – Writing Practice:**
 - Model a sentence using VCe and diphthong words (e.g., “The cake is on the table.”) and write it on the whiteboard while focusing on spelling and phonics patterns.
 - Then, have Ace write 2-3 sentences using words with VCe and diphthongs. Provide a visual checklist to help Ace focus on spelling and phonics patterns.
- **Option 2 – Reading Fluency:**
 - **Repeated Reading:** Have Ace read the words learned in the lesson (from color-coded flashcards or word family charts) several times to build fluency. Encourage Ace to read them with increasing speed and accuracy. Provide feedback and support as needed.
 - **Audio-Assisted Reading:** Play a recording of a passage or sentences containing the VCe and diphthong words, and have Ace read along, focusing on matching his pace and pronunciation with the recording. Afterward, encourage him to reread the sentences independently.
- **Positive Reinforcement:** Offer praise for effort and provide feedback for areas of improvement. Correct any mistakes while reinforcing phonics rules.

6. Wrap-up and Review (5 minutes):

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- **Sentence Review:** If Ace worked on writing, review his written sentences for correct use of VCe and diphthong patterns. Have Ace read his sentences aloud to reinforce decoding and fluency.
- **Fluency Reflection:** If Ace chose reading fluency, review his progress on word recognition and fluency. Ask him how he felt about his reading speed and accuracy and offer praise for improvements.
- **Positive Reinforcement:** Offer praise for effort and provide feedback for areas of improvement. Correct any mistakes while reinforcing phonics rules.

Assessment of Student Learning:

- **Formal Assessment:** Review Ace's written sentences (if chosen) or listen to his repeated readings to check for accurate use of VCe patterns and diphthongs.
- **Informal Assessment:** Observe Ace's ability to decode words aloud and engage in phoneme manipulation exercises. Monitor fluency improvements during repeated or audio-assisted reading.
- **Student Exit Ticket:** Ask Ace to independently read the words introduced in the lesson and provide constructive feedback.
- **Retention Check:** Start the next lesson with a quick review of 2-3 words from this session to ensure retention.

By providing a choice activity, the lesson allows Ace to work on his areas of need and preference while engaging with the phonics skills in both writing and reading fluency. This structure encourages independence and ownership of learning while reinforcing critical phonemic awareness and phonics concepts.

Lesson 2: Vocabulary Lesson Plan: Vocabulary Development Using LINCS Strategy (with Writing Integration)

Brief Lesson Description:

This 60-minute lesson focuses on vocabulary development using the LINCS strategy, helping Ace build connections between new words and their meanings. Writing and reading fluency will be incorporated as a choice activity during guided practice, allowing Ace to use the new vocabulary in sentences or improve fluency with repeated or audio-assisted reading.

Learning Objectives:

1. Vocabulary: Ace will learn and use 5-6 new vocabulary words using the LINCS strategy.
2. Writing/Reading Fluency: Ace will demonstrate understanding of vocabulary by using the words in context by writing sentences or through improved fluency during guided reading practice.
3. Ace will demonstrate retention of vocabulary through interactive and contextual activities.

Materials:

- LINCS strategy handout (visual aids for linking the word to an image, sentence, word part, etc.)
- Word cards with vocabulary words (e.g., happy, quick, explore, strong, jump)
- Whiteboard and markers
- Writing notebook and pencils
- Short passage or story containing the vocabulary words
- Picture prompts related to the vocabulary words
- Vocabulary worksheets with sentence examples and fill-in-the-blank exercises
- Phonics apps for additional vocabulary practice (optional)

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- Color-coded flashcards

Instructional Arrangement:

- **Location:** One-on-one or small group setting, in a quiet area.
- **Teacher:** One teacher (you).
- **Students:** One student (Ace).

Teaching Procedures and Techniques:

Warm-up Activity: Flashcard Vocabulary Review (5 minutes)

1. Review of Previously Learned Words:

- Use flashcards from prior lessons to review 2-3 vocabulary words.
- Example: Show the word “bright” and ask Ace to:
 - Read the word aloud.
 - Recall its meaning (e.g., "Bright means full of light").
 - Use it in a sentence (e.g., "The sun is bright today.").

Vocabulary Introduction (15 minutes):

- Introduce 5-6 new vocabulary words (e.g., happy, quick, strong, explore, jump).
- Use the LINC S strategy for each word:
 - **L:** Create a link with a familiar word or image (e.g., "jump" – show a picture of someone jumping).
 - **I:** Identify the word’s meaning (e.g., "jump" means to spring off the ground with your legs).
 - **N:** Note a word part or rhyme (e.g., "jump" rhymes with "bump").
 - **C:** Create a sentence using the word (e.g., "I jump high on the trampoline").
 - **S:** Say the word in a sentence aloud.

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- Use visuals and gestures to make the process engaging and clear.
- Repeat the process for each word, using visuals, gestures, and clear sentences.

Contextual Learning Activity: Short Passage (5 minutes)

1. Provide Ace with a short, grade-appropriate passage or story that includes the day's vocabulary words.
 - Example: "The quick fox explored the bright forest, jumping over rocks with a happy smile."
2. Read the passage aloud together. Highlight vocabulary words as they appear.
3. Ask Ace to:
 - Point out the words in the text.
 - Discuss their meanings in the context of the story.
 - Create a new sentence using one word from the passage.

Interactive Vocabulary Practice with LINC Strategy – Small group activity (15 minutes):

1. **Vocabulary Games (Interactive app):**
 - **Interactive Apps on the whiteboard:**
 - Use apps that allow Ace to drag and drop pictures to corresponding words.
 - Reinforce LINC components - **L (Link):** Link the word with the picture, **I (Identify):** Identify the word's meaning within the game, **C (Create):** Use the word in a sentence prompted by the app.
 - **Peer Interaction: Act Out Vocabulary Words:**
 - **Partner Activity:** Students work in pairs with a set of vocabulary word cards.
 - **Instructions:**
 - One student selects a word card from the deck without showing it to their partner.

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- The student then acts out the word (e.g., *strong* or *jump*) using gestures and movement.
- The other student guesses the vocabulary word based on the actions performed.
- **Example Actions:**
 - **Jump:** The student jumps while saying the word and then creates a sentence: "*I jump high on the trampoline.*"
 - **Strong:** The student pretends to lift weights while saying the word and then creates a sentence: "*I am strong like a superhero.*"
- **Learning Reinforcement:**
 - **L (Link):** Link the movement to the word.
 - **S (Say):** Say the word aloud while performing the action.
 - **C (Create):** Create a sentence based on the action.
 - This kinesthetic activity not only encourages vocabulary retention but also fosters peer collaboration and engagement through physical movement and creative expression.

Guided Practice (15 minutes): Choice Activity:

1. Writing Practice:

- Model a sentence using LINCS vocabulary words (e.g., "The quick cheetah runs fast."). Write it on the whiteboard while focusing on the vocabulary usage.
- Have Ace write 2-3 sentences using the LINCS vocabulary words.
- Provide a visual checklist to ensure proper sentence structure and word usage.

2. Reading Fluency Practice:

- Repeated Reading: Have Ace read sentences or a short passage containing the LINCS vocabulary words several times to build fluency.

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- Audio-Assisted Reading: Play a recording of sentences containing the LINCS vocabulary words and have Ace read along. Encourage him to reread the sentences independently.
- Provide feedback and praise for effort in both options.

Wrap-up and Review (5 minutes):

1. Review the vocabulary words by:
 - Revisiting Ace's written sentences (if chosen).
 - Asking Ace to use one word in a new oral sentence.
2. Provide praise and constructive feedback.
3. Reinforce the LINCS strategy components by asking Ace to recall how he linked one word to its meaning or image.
4. Highlight Ace's progress and enthusiasm to build confidence.

Assessment of Student Learning:

- **Formal Assessment:** Review Ace's written sentences (if chosen) for correct vocabulary usage or listen to his repeated readings to evaluate fluency, vocabulary use, and understanding.
- **Informal Assessment:** Observe Ace's participation during LINCS strategy activities, his ability to recall word meanings, and his engagement in interactive vocabulary games to ensure he grasps the new words.
- **Student Exit Ticket:** Ask Ace to independently use one vocabulary word in a new sentence and provide constructive feedback.
- **Retention Check:** Start the next lesson with a quick review of 2-3 words from this session to ensure retention.

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Appendix

Appendix E: DIBELS 8th Edition Benchmark Cut-scores

	Kindergarten			First grade			Second grade			Third grade		
	B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)												
Green - Core Support	25+	37+	42+	42+	57+	59+						
Yellow -Strategic Support	24	36	41	41	56	58						
Red - Intensive Support	16	31	35	32	51	53						
	15	30	34	31	50	52						
	0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)												
Blue - Core Support	15+	43+	53+	47+	57+	61+						
Green - Core Support	14	42	52	46	56	60						
Yellow -Strategic Support	5	29	44	31	43	45						
	4	28	43	30	42	44						
	1	23	37	19	34	37						
	0	22	36	18	33	36						
	0	0	0	0	0	0						
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)												
Blue - Core Support	20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
Green - Core Support	19	35	48	46	77	86	85	102	116	120	137	140
Yellow -Strategic Support	9	25	31	30	52	55	50	68	76	76	94	105
	8	24	30	29	51	54	49	67	75	75	93	104
	4	16	24	25	41	45	41	54	54	52	78	80
	3	15	23	24	40	44	40	53	53	51	77	79
	0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)												
Blue - Core Support	--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
Green - Core Support	1+	8	12	15	25	27	24	35	38	33	45	44
Yellow -Strategic Support	3	7	5	14	15	15	20	22	24	30	31	31
	0	2	6	4	13	14	14	19	21	23	29	30
	0	1	4	1	10	11	10	15	17	18	23	24
	0	0	3	0	9	10	9	14	16	17	22	23
	--	0	0	0	0	0	0	0	0	0	0	0
Word Reading Fluency (WRF)												
Blue - Core Support	--	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
Green - Core Support	1+	9	17	19	32	49	49	62	69	59	64	69
Yellow -Strategic Support	4	10	12	17	25	26	36	43	40	50	55	55
	3	9	11	16	24	25	35	42	39	49	54	54
	0	1	6	8	14	17	18	23	27	30	40	47
	0	0	5	7	13	16	17	22	26	29	39	46
	--	0	0	0	0	0	0	0	0	0	0	0

Key:
Bold: the minimum score needed for *core support*
see legend for additional information

Case Study: Literacy Assessment and Plan

DIBELS® 8th Edition Benchmark Goals
Goals Updated: July 2020

	Kindergarten			First grade			Second grade			Third grade		
	B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)												
Green - Core Support	25+	37+	42+	42+	57+	59+	Key: Bold: the minimum score needed for <i>core support</i> see legend for additional information					
Yellow - Strategic Support	16 - 24	31 - 36	35 - 41	32 - 41	51 - 56	53 - 58						
Red - Intensive Support	0 - 15	0 - 30	0 - 34	0 - 31	0 - 50	0 - 52						
Blue - Core Support	15+	43+	53+	47+	57+	61+						
Phonemic Segmentation Fluency (PSF)												
Green - Core Support	5 - 14	29 - 42	44 - 52	31 - 46	43 - 56	45 - 60						
Yellow - Strategic Support	1 - 4	23 - 28	37 - 43	19 - 30	34 - 42	37 - 44						
Red - Intensive Support	0	0 - 22	0 - 36	0 - 18	0 - 33	0 - 36						
Blue - Core Support	15+	43+	53+	47+	57+	61+						
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)												
Green - Core Support	9 - 19	25 - 35	31 - 48	30 - 46	52 - 77	55 - 86	50 - 85	68 - 102	76 - 116	76 - 120	94 - 137	105 - 140
Yellow - Strategic Support	4 - 8	16 - 24	24 - 30	25 - 29	41 - 51	45 - 54	41 - 49	54 - 67	54 - 75	52 - 75	78 - 93	80 - 104
Red - Intensive Support	0 - 3	0 - 15	0 - 23	0 - 24	0 - 40	0 - 44	0 - 40	0 - 53	0 - 53	0 - 51	77 0	0 - 79
Blue - Core Support	20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)												
Green - Core Support	1+	3 - 8	7 - 12	5 - 15	14 - 25	15 - 27	15 - 24	20 - 35	22 - 38	24 - 33	30 - 45	31 - 44
Yellow - Strategic Support	0	1 - 2	4 - 6	1 - 4	10 - 13	11 - 14	10 - 14	15 - 19	17 - 21	18 - 23	23 - 29	24 - 30
Red - Intensive Support	--	0	0 - 3	0	0 - 9	0 - 10	0 - 9	0 - 14	0 - 16	0 - 17	0 - 22	0 - 23
Blue - Core Support	--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
Word Reading Fluency (WRF)												
Green - Core Support	1+	4 - 9	10 - 17	12 - 19	17 - 32	25 - 49	26 - 49	36 - 62	43 - 69	40 - 59	50 - 64	55 - 69
Yellow - Strategic Support	0	1 - 3	6 - 9	8 - 11	14 - 16	17 - 24	18 - 25	23 - 35	27 - 42	30 - 39	40 - 49	47 - 54
Red - Intensive Support	--	0	0 - 5	0 - 7	0 - 13	0 - 16	0 - 17	0 - 22	0 - 26	0 - 29	0 - 39	0 - 46
Blue - Core Support	--	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
Oral Reading Fluency (ORF) – Words Correct												
Green - Core Support				35+	57+	76+	85+	117+	128+	105+	141+	136+
Yellow - Strategic Support				10 - 34	21 - 56	39 - 75	49 - 84	78 - 116	94 - 127	73 - 104	105 - 140	114 - 135
Red - Intensive Support				5 - 9	10 - 20	26 - 38	29 - 48	59 - 77	77 - 93	55 - 72	85 - 104	96 - 113
Blue - Core Support				0 - 4	0 - 9	0 - 25	0 - 28	0 - 58	0 - 76	0 - 54	0 - 84	0 - 95
Oral Reading Fluency (ORF) - Accuracy												
Green - Core Support				67+	87+	91+	92+	96+	96+	96+	96+	96+
Yellow - Strategic Support				41 - 66	54 - 86	85 - 90	84 - 91	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95
Red - Intensive Support				0 - 40	0 - 53	0 - 84	0 - 83	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90
Maze												
Green - Core Support							11.0+	14.5+	18.0+	15.0+	20.5+	22.5+
Yellow - Strategic Support							5.0 - 10.5	9.0 - 14.0	9.5 - 17.5	8.0 - 14.5	12.0 - 20.0	15.5 - 22.0
Red - Intensive Support							2.5 - 4.5	6.5 - 8.5	7.0 - 9.0	5.0 - 7.5	9.5 - 11.5	12.0 - 15.0
Blue - Core Support							0 - 2.0	0 - 6.0	0 - 6.5	0 - 4.5	0 - 9.0	0 - 11.5
DIBELS Composite Score												
Green - Core Support	306 - 331	371 - 392	420 - 449	330 - 353	389 - 423	441 - 479	329 - 360	389 - 422	439 - 473	332 - 364	393 - 426	442 - 466
Yellow - Strategic Support	280 - 305	356 - 370	406 - 419	321 - 329	377 - 388	427 - 440	316 - 328	373 - 388	421 - 438	314 - 331	377 - 392	424 - 441
Red - Intensive Support	243 - 279	318 - 355	352 - 405	300 - 320	340 - 376	380 - 426	286 - 315	326 - 372	366 - 420	268 - 313	308 - 376	348 - 423
	B	M	E	B	M	E	B	M	E	B	M	E
	Kindergarten			First grade			Second grade			Third grade		

DIBELS 8th Edition

First Grade Benchmarks



DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Grade 1		
Beginning	Middle	End
Letter Naming Fluency (LNF)		
42+	57+	59+
32 – 41	51 – 56	53 – 58
0 – 31	0 – 50	0 – 52
Phonemic Segmentation Fluency (PSF)		
47+	57+	61+
31 – 46	43 – 56	45 – 60
19 – 30	34 – 42	37 – 44
0 – 18	0 – 33	0 – 36
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)		
47+	78+	87+
30 – 46	52 – 77	55 – 86
25 – 29	41 – 51	45 – 54
0 – 24	0 – 40	0 – 44
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)		
16+	26+	28+
5 – 15	14 – 25	15 – 27
1 – 4	10 – 13	11 – 14
0	0 – 9	0 – 10
Word Reading Fluency (WRF)		
20+	33+	50+
12 – 19	17 – 32	25 – 49
8 – 11	14 – 16	17 – 24
0 – 7	0 – 13	0 – 16
Oral Reading Fluency (ORF) – Words Correct		
35+	57+	76+
10 – 34	21 – 56	39 – 75
5 – 9	10 – 20	26 – 38
0 – 4	0 – 9	0 – 25
Oral Reading Fluency (ORF) - Accuracy		
67+	87+	91+
41 – 66	54 – 86	85 – 90
0 – 40	0 – 53	0 – 84
DIBELS Composite Score		
354+	424+	480+
330 – 353	389 – 423	441 – 479
321 – 329	377 – 388	427 – 440
200 – 320	200 – 376	200 – 426

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DIBELS 8th Edition

Second Grade Benchmarks



DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Second grade		
Beginning	Middle	End
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)		
86+	103+	117+
50 – 85	68 – 102	76 – 116
41 – 49	54 – 67	54 – 75
0 – 40	0 – 53	0 – 53
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)		
25+	36+	39+
15 – 24	20 – 35	22 – 38
10 – 14	15 – 19	17 – 21
0 – 9	0 – 14	0 – 16
Word Reading Fluency (WRF)		
50+	63+	70+
26 – 49	36 – 62	43 – 69
18 – 25	23 – 35	27 – 42
0 – 17	0 – 22	0 – 26
Oral Reading Fluency (ORF) – Words Correct		
85+	117+	128+
49 – 84	78 – 116	94 – 127
29 – 48	59 – 77	77 – 93
0 – 28	0 – 58	0 – 76
Oral Reading Fluency (ORF) - Accuracy		
92+	96+	96+
84 – 91	91 – 95	91 – 95
0 – 83	0 – 90	0 – 90
Maze		
11.0+	14.5+	18.0+
5.0 – 10.5	9.0 – 14.0	9.5 – 17.5
2.5 – 4.5	6.5 – 8.5	7.0 – 9.0
0 – 2.0	0 – 6.0	0 – 6.5
DIBELS Composite Score		
361+	423+	474+
329 – 360	389 – 422	439 – 473
316 – 328	373 – 388	321 – 438
200 – 315	200 – 372	200 – 420

Information presented on this page was pulled from: DIBELS.com

Appendix E: DIBELS 8th Edition Benchmark Cut-scores

	Kindergarten			First grade			Second grade			Third grade		
	B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)												
Green - Core Support	25+	37+	42+	42+	57+	59+						
Yellow -Strategic Support	24	36	41	41	56	58						
Red - Intensive Support	16	31	35	32	51	53						
	15	30	34	31	50	52						
	0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)												
Blue - Core Support	15+	43+	53+	47+	57+	61+						
Green - Core Support	14	42	52	46	56	60						
Yellow -Strategic Support	5	29	44	31	43	45						
	4	28	43	30	42	44						
	1	23	37	19	34	37						
	0	22	36	18	33	36						
	0	0	0	0	0	0						
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)												
Blue - Core Support	20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
Green - Core Support	19	35	48	46	77	86	85	102	116	120	137	140
Yellow -Strategic Support	9	25	31	30	52	55	50	68	76	76	94	105
	8	24	30	29	51	54	49	67	75	75	93	104
	4	16	24	25	41	45	41	54	54	52	78	80
	3	15	23	24	40	44	40	53	53	51	77	79
	0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)												
Blue - Core Support	--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
Green - Core Support	1+	8	12	15	25	27	24	35	38	33	45	44
Yellow -Strategic Support	3	7	7	5	14	15	15	20	22	24	30	31
	0	2	6	4	13	14	14	19	21	23	29	30
	0	1	4	1	10	11	10	15	17	18	23	24
	--	0	3	0	9	10	9	14	16	17	22	23
	--	0	0	0	0	0	0	0	0	0	0	0
Word Reading Fluency (WRF)												
Blue - Core Support	--	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
Green - Core Support	1+	9	17	19	32	49	49	62	69	59	64	69
Yellow -Strategic Support	4	10	12	17	25	26	36	43	40	40	50	55
	0	3	9	11	16	24	25	35	42	39	49	54
	0	1	6	8	14	17	18	23	27	30	40	47
	--	0	5	7	13	16	17	22	26	29	39	46
	--	0	0	0	0	0	0	0	0	0	0	0

Key:
Bold: the minimum score needed for *core support*
see legend for additional information

Case Study: Literacy Assessment and Plan

DIBELS® 8th Edition Benchmark Goals
Goals Updated: July 2020

	Kindergarten			First grade			Second grade			Third grade								
	B	M	E	B	M	E	B	M	E	B	M	E						
Letter Naming Fluency (LNF)																		
Green - Core Support	25+	37+	42+	42+	57+	59+	Key: Bold: the minimum score needed for <i>core support</i> see legend for additional information											
Yellow - Strategic Support	16 - 24	31 - 36	35 - 41	32 - 41	51 - 56	53 - 58												
Red - Intensive Support	0 - 15	0 - 30	0 - 34	0 - 31	0 - 50	0 - 52												
Phonemic Segmentation Fluency (PSF)																		
Blue - Core Support	15+	43+	53+	47+	57+	61+												
Green - Core Support	5 - 14	29 - 42	44 - 52	31 - 46	43 - 56	45 - 60												
Yellow - Strategic Support	1 - 4	23 - 28	37 - 43	19 - 30	34 - 42	37 - 44												
Red - Intensive Support	0	0 - 22	0 - 36	0 - 18	0 - 33	0 - 36												
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)																		
Blue - Core Support	20+	36+	49+	47+	78+	87+							86+	103+	117+	121+	138+	141+
Green - Core Support	9 - 19	25 - 35	31 - 48	30 - 46	52 - 77	55 - 86	50 - 85	68 - 102	76 - 116	76 - 120	94 - 137	105 - 140						
Yellow - Strategic Support	4 - 8	16 - 24	24 - 30	25 - 29	41 - 51	45 - 54	41 - 49	54 - 67	54 - 75	52 - 75	78 - 93	80 - 104						
Red - Intensive Support	0 - 3	0 - 15	0 - 23	0 - 24	0 - 40	0 - 44	0 - 40	0 - 53	0 - 53	0 - 51	77 0	0 - 79						
Nonsense Word Fluency (NWF) – Words Recorded Correctly (WRC)																		
Blue - Core Support	--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+						
Green - Core Support	1+	3 - 8	7 - 12	5 - 15	14 - 25	15 - 27	15 - 24	20 - 35	22 - 38	24 - 33	30 - 45	31 - 44						
Yellow - Strategic Support	0	1 - 2	4 - 6	1 - 4	10 - 13	11 - 14	10 - 14	15 - 19	17 - 21	18 - 23	23 - 29	24 - 30						
Red - Intensive Support	--	0	0 - 3	0	0 - 9	0 - 10	0 - 9	0 - 14	0 - 16	0 - 17	0 - 22	0 - 23						
Word Reading Fluency (WRF)																		
Blue - Core Support	--	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+						
Green - Core Support	1+	4 - 9	10 - 17	12 - 19	17 - 32	25 - 49	26 - 49	36 - 62	43 - 69	40 - 59	50 - 64	55 - 69						
Yellow - Strategic Support	0	1 - 3	6 - 9	8 - 11	14 - 16	17 - 24	18 - 25	23 - 35	27 - 42	30 - 39	40 - 49	47 - 54						
Red - Intensive Support	--	0	0 - 5	0 - 7	0 - 13	0 - 16	0 - 17	0 - 22	0 - 26	0 - 29	0 - 39	0 - 46						
Oral Reading Fluency (ORF) – Words Correct																		
Blue - Core Support				35+	57+	76+	85+	117+	128+	105+	141+	136+						
Green - Core Support				10 - 34	21 - 56	39 - 75	49 - 84	78 - 116	94 - 127	73 - 104	105 - 140	114 - 135						
Yellow - Strategic Support				5 - 9	10 - 20	26 - 38	29 - 48	59 - 77	77 - 93	55 - 72	85 - 104	96 - 113						
Red - Intensive Support				0 - 4	0 - 9	0 - 25	0 - 28	0 - 58	0 - 76	0 - 54	0 - 84	0 - 95						
Oral Reading Fluency (ORF) - Accuracy																		
Green - Core Support				67+	87+	91+	92+	96+	96+	96+	96+	96+						
Yellow - Strategic Support				41 - 66	54 - 86	85 - 90	84 - 91	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95						
Red - Intensive Support				0 - 40	0 - 53	0 - 84	0 - 83	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90						
Maze																		
Blue - Core Support							11.0+	14.5+	18.0+	15.0+	20.5+	22.5+						
Green - Core Support							5.0 - 10.5	9.0 - 14.0	9.5 - 17.5	8.0 - 14.5	12.0 - 20.0	15.5 - 22.0						
Yellow - Strategic Support							2.5 - 4.5	6.5 - 8.5	7.0 - 9.0	5.0 - 7.5	9.5 - 11.5	12.0 - 15.0						
Red - Intensive Support							0 - 2.0	0 - 6.0	0 - 6.5	0 - 4.5	0 - 9.0	0 - 11.5						
DIBELS Composite Score																		
Blue - Core Support	332+	393+	450+	354+	424+	480+	361+	423+	474+	365+	427+	467+						
Green - Core Support	306 - 331	371 - 392	420 - 449	330 - 353	389 - 423	441 - 479	329 - 360	389 - 422	439 - 473	332 - 364	393 - 426	442 - 466						
Yellow - Strategic Support	280 - 305	356 - 370	406 - 419	321 - 329	377 - 388	427 - 440	316 - 328	373 - 388	421 - 438	314 - 331	377 - 392	424 - 441						
Red - Intensive Support	243 - 279	318 - 355	352 - 405	300 - 320	340 - 376	380 - 426	286 - 315	326 - 372	366 - 420	268 - 313	308 - 376	348 - 423						
	Kindergarten			First grade			Second grade			Third grade								

DIBELS 8th Edition

First Grade Benchmarks



DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Grade 1		
Beginning	Middle	End
Letter Naming Fluency (LNF)		
42+	57+	59+
32 – 41	51 – 56	53 – 58
0 – 31	0 – 50	0 – 52
Phonemic Segmentation Fluency (PSF)		
47+	57+	61+
31 – 46	43 – 56	45 – 60
19 – 30	34 – 42	37 – 44
0 – 18	0 – 33	0 – 36
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)		
47+	78+	87+
30 – 46	52 – 77	55 – 86
25 – 29	41 – 51	45 – 54
0 – 24	0 – 40	0 – 44
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)		
16+	26+	28+
5 – 15	14 – 25	15 – 27
1 – 4	10 – 13	11 – 14
0	0 – 9	0 – 10
Word Reading Fluency (WRF)		
20+	33+	50+
12 – 19	17 – 32	25 – 49
8 – 11	14 – 16	17 – 24
0 – 7	0 – 13	0 – 16
Oral Reading Fluency (ORF) – Words Correct		
35+	57+	76+
10 – 34	21 – 56	39 – 75
5 – 9	10 – 20	26 – 38
0 – 4	0 – 9	0 – 25
Oral Reading Fluency (ORF) - Accuracy		
67+	87+	91+
41 – 66	54 – 86	85 – 90
0 – 40	0 – 53	0 – 84
DIBELS Composite Score		
354+	424+	480+
330 – 353	389 – 423	441 – 479
321 – 329	377 – 388	427 – 440
200 – 320	200 – 376	200 – 426

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Second Grade Benchmarks



DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Second grade		
Beginning	Middle	End
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)		
86+	103+	117+
50 – 85	68 – 102	76 – 116
41 – 49	54 – 67	54 – 75
0 – 40	0 – 53	0 – 53
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)		
25+	36+	39+
15 – 24	20 – 35	22 – 38
10 – 14	15 – 19	17 – 21
0 – 9	0 – 14	0 – 16
Word Reading Fluency (WRF)		
50+	63+	70+
26 – 49	36 – 62	43 – 69
18 – 25	23 – 35	27 – 42
0 – 17	0 – 22	0 – 26
Oral Reading Fluency (ORF) – Words Correct		
85+	117+	128+
49 – 84	78 – 116	94 – 127
29 – 48	59 – 77	77 – 93
0 – 28	0 – 58	0 – 76
Oral Reading Fluency (ORF) - Accuracy		
92+	96+	96+
84 – 91	91 – 95	91 – 95
0 – 83	0 – 90	0 – 90
Maze		
11.0+	14.5+	18.0+
5.0 – 10.5	9.0 – 14.0	9.5 – 17.5
2.5 – 4.5	6.5 – 8.5	7.0 – 9.0
0 – 2.0	0 – 6.0	0 – 6.5
DIBELS Composite Score		
361+	423+	474+
329 – 360	389 – 422	439 – 473
316 – 328	373 – 388	321 – 438
200 – 315	200 – 372	200 – 420

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CORE VOCABULARY SCREENING

► **WHAT IT MEANS** The results of the reading vocabulary assessment are reported as the number of words correct (see chart below). A student who scores at the Intensive level (49% or less correct) may be having significant difficulty with understanding grade-level material because of insufficient vocabulary knowledge. A student who scores at the Strategic level (between 50% and 74% correct) may be having some difficulty understanding grade-level material because of insufficient vocabulary knowledge. A student who scores at the Benchmark level (75% or more correct) has adequate vocabulary knowledge for typical reading.

CORE Vocabulary Screening Scores		
Performance Level	Proportion Correct	Words Correct
Benchmark	75% or more	23-30
Strategic	between 50-74%	15-22
Intensive	49% or less	0-14

