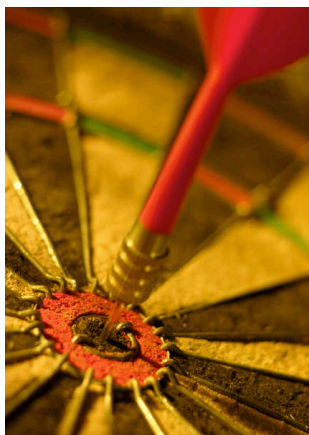


TARGET / NORM CHARTS

2007-2008

St. Croix River Education District

Please discard your “green packet” from last year, and replace it with this current “salmon packet” of targets/norms for our assessment measures.



In this packet, the Oral Reading Fluency, Early Literacy, Math Applications, MAP Reading, and MAP Math target scores have been updated so that they predict student performance on the MCA II. In addition, cut scores that differentiate between tier 1 and tier 2 have been provided for these measures to assist teams in planning for instruction within a 3-tier model. Please note: for purposes of goal setting for students, Tier 1 targets are still to be used.

As always, please contact Kerry Bollman, Academic Collaborative Planner, with any questions regarding these assessments. (309.358.3616 or 651.674.2436)

Oral Reading Fluency
Words Read Correct Per Minute
Target Scores Predicting Performance on MCA II

Revised 8/07

Grade	Tier	Fall	Winter	Spring
1	1		22	52
	2		0	19
2	1	43	72	90
	2	14	32	47
3	1	70	91	109
	2	24	50	65
4	1	95	114	127
	2	49	69	78
5	1	113	128	141
	2	69	83	100
6	1	135	152	166
	2	94	112	122
7	1	151	162	172
	2	104	117	125
8	1	161	170	
	2	109	114	

Early Literacy Measures
Items Correct Per Minute
Target Scores Predicting Performance on MCA II

Revised 8/07

Kindergarten

Measure	Tier	September	November	January	May
Letter Naming Fluency	1	9			
	2				
Letter Sound Fluency	1		10	21	41
	2			6	21
Phonemic Segmenting and Blending	1		Students must reach 12 words correct on the Blending and Segmenting tests to be considered phonemically aware		
	2				
Nonsense Word Fluency	1				35
	2				19

Grade 1

Measure	Tier	September	November	January	May
Phonemic Segmenting and Blending	1	Students must reach 12 words correct on the Blending and Segmenting tests to be considered phonemically aware			
	2				
Nonsense Word Fluency	1	32	45	52	
	2	15	25	29	
Oral Reading Fluency	1			22	52
	2			0	19

Measures of Academic Progress - Reading
 RIT Scale Scores
 Target Scores Predicting Performance on MCA II

Revised 8/07

Grade	Tier	Fall	Spring
2	1	167	182
	2	154	169
3	1	182	194
	2	168	182
4	1	196	203
	2	182	191
5	1	205	211
	2	193	200
6	1	214	218
	2	201	206
7	1	218	222
	2	207	212
8	1	223	226
	2	212	217

Math Fact Fluency
Problems Correct Per Minute
Target Scores Predicting Score of 30 in Spring Grade 5

Revised 10/2003

GRADE	FALL	WINTER	SPRING
1		7	12
2	8	13	14
3	11	13	16
4	12	17	23
5	19	24	30
6	30	30	30
7	30	30	30
8	30	30	30

Math Application Fluency
Problems Correct in 10 Minutes
Target Scores Predicting Performance on MCA II

Revised 8/07

Grade	Tier	Fall	Winter	Spring
2	1	6	11	15
	2	2	6	10
3	1	9	15	20
	2	4	10	15
4	1	13	17	21
	2	8	10	15
5	1	10	14	16
	2	6	9	11
6	1	7	10	13
	2	4	6	8
7	1	12	13	15
	2	7	8	10
8	1	15	16	17
	2	10	11	12

Measures of Academic Progress - Math
 RIT Scale Scores
 Target Scores Predicting Performance on MCA II

Revised 8/07

Grade	Tier	Fall	Spring
2	1	176	189
	2	164	179
3	1	190	203
	2	179	195
4	1	206	217
	2	198	210
5	1	217	225
	2	209	217
6	1	222	230
	2	213	221
7	1	231	238
	2	222	229
8	1	237	243
	2	227	234

Curriculum Based Measurement – Written Expression

Correct Word Sequences Written in 3 Minutes

SCRED Wide Norm Scores

Revised 2005-2006 School Year

Grade	FALL		WINTER		SPRING	
	Percentile	Score	Percentile	Score	Percentile	Score
1	90 th	N/A	90 th	11	90 th	16
	75 th	N/A	75 th	6	75 th	12
	50 th	N/A	50 th	3	50 th	7
	25 th	N/A	25 th	0	25 th	3
	10 th	N/A	10 th	0	10 th	2
	7 th	N/A	7 th	0	7 th	2
2	90 th	14	90 th	26	90 th	37
	75 th	8	75 th	20	75 th	29
	50 th	5	50 th	13	50 th	20
	25 th	2	25 th	7	25 th	13
	10 th	0	10 th	3	10 th	7
	7 th	0	7 th	2	7 th	6
3	90 th	31	90 th	42	90 th	47
	75 th	24	75 th	34	75 th	37
	50 th	17	50 th	24	50 th	29
	25 th	11	25 th	16	25 th	20
	10 th	6	10 th	9	10 th	13
	7 th	4	7 th	8	7 th	10
4	90 th	43	90 th	56	90 th	59
	75 th	34	75 th	45	75 th	47
	50 th	24	50 th	34	50 th	36
	25 th	16	25 th	24	25 th	27
	10 th	10	10 th	15	10 th	17
	7 th	8	7 th	13	7 th	14
5	90 th	55	90 th	61	90 th	77
	75 th	44	75 th	50	75 th	63
	50 th	32	50 th	39	50 th	50
	25 th	22	25 th	27	25 th	36
	10 th	13	10 th	17	10 th	26
	7 th	11	7 th	13	7 th	23
6	90 th	64	90 th	71	90 th	78
	75 th	53	75 th	59	75 th	67
	50 th	43	50 th	48	50 th	56
	25 th	30	25 th	36	25 th	43
	10 th	22	10 th	26	10 th	33
	7 th	20	7 th	24	7 th	31
7	90 th	74	90 th	75	90 th	86
	75 th	61	75 th	62	75 th	75
	50 th	47	50 th	48	50 th	60
	25 th	35	25 th	36	25 th	45
	10 th	24	10 th	25	10 th	32
	7 th	21	7 th	22	7 th	28
8	90 th	83	90 th	77	90 th	87
	75 th	69	75 th	67	75 th	76
	50 th	56	50 th	54	50 th	64
	25 th	43	25 th	41	25 th	50
	10 th	33	10 th	29	10 th	40
	7 th	29	7 th	26	7 th	34

Tentative Maze Goals

Correct Responses in One Minute

Norm Scores

Revised 10/01

Grade	Fall	Winter	Spring
5			11
6	10	11	12
7	11	12	13
8	13	14	15

Our research indicates that we will be accurate 67% of the time if we predict that eighth grade students with a score of 13.4 or more correct maze responses in a minute will pass the MTBS and eighth grade students with less than 13.4 correct maze responses in a minute will fail the test.

Note: These data were not collected using the Edformation Maze probes. Research is currently underway using these materials.

Transition Vocabulary Probes

Correct Matches in 5 Minutes

Norms Scores

Developed Fall, 2001

Over 350 terms were categorized into the 5 areas of transition. Terms were then randomly selected to develop the transition vocabulary probes for the 4 areas of Home Living, Community, Post Secondary, and Jobs and Job Training. There was such a limited number of terms for the area of Recreation and Leisure, that a probe was not developed.

- Home Living/Community probes consist of 20 randomly chosen vocabulary terms, 10 from Home Living, and 10 from Community.
- Post Secondary / Jobs and Job Training probes consist of 20 randomly chosen vocabulary terms, 10 from Post Secondary and 10 from Jobs and Job Training.

Participants in the norm sample were all students in grades 8-10 from two school districts. There were a total of 100-115 student scores in each category at each grade level.

- Top number in the second and third columns are the median number of correct matches in 5 minutes for the given grade level
- Bottom number is the score at the 10th %ile

Grade	Home Living / Community	Post Secondary / Jobs and Job Training
8	15 = Median 10 = 10 th %ile	12 = Median 7 = 10 th %ile
9	17 = Median 11 = 10 th %ile	14 = Median 9 = 10 th %ile
10	19 = Median 13 = 10 th %ile	17 = Median 10 = 10 th %ile
Adults	20 = Median 19 = 10 th %ile	20 = Median 18 = 10 th %ile

If student has a raw score at the 10th %ile or lower, there is a “need for instruction”/

- If there is a need for instruction, a goal should be written
- The team should look to have a course in the student’s schedule for that school year that will provide some form of instruction related to the need
- While the student is taking that course, the teacher should monitor the student’s progress every other week using vocabulary probes and provide direct or indirect service based on the student’s performance

Individual Growth and Development Indicators
Items Correct in Allotted Time
Target Scores for Spring Prior to Kindergarten Eligibility

Revised 8/2003

Alliteration	8
Rhyming	12
Picture Naming	26
Letter Naming	14
Letter Sounds	8