

Third Grade ELA Performance Criteria

- **Required and Reported 3 X per year:** DRA and/or Concepts of Print, MLPP Storybook Retelling (below DRA Level 4) and Writing.
- Teachers are required to dig deeper using MLPP measures with students falling into the Basic or Below category on DRA. *These “digging deeper” scores will not be recorded on-line with the district, but used to inform instruction, report to parents, and shared at child studies.*

SEE DISTRICT ASSESSMENT CALENDAR FOR ASSESSMENT WINDOWS

**Required and Reported 3 X per year: DRA and/or Concepts of Print,
MLPP Storybook Retelling (below DRA Level 4)
and MAISA Writing.**

	Beginning of Year		End of 1 st MP		End of 2 nd MP		End of Year	
	Performance	Status	Performance	Status	Performance	Status	Performance	Status
DRA/Oral Reading Level With Retelling of 3 or 4	34+	Exceeds	34+	Exceeds/4	38+	Exceeds/4	40+	Exceeds/4
	28	Meets	30	Meets/3	34	Meets/3	38	Meets/3
	20-24	Basic	28	Basic/2	30	Basic/2	30-34	Basic/2
	A-18	Below	A-24	Below/1	A-28	Below/1	A-28	Below/1

	Narrative		Opinion/Personal Essay		Informational	
	Scale Score	Status	Scale Score	Status	Scale Score	Status
MAISA Writing	4	Exceeds/4	4	Exceeds/4	4	Exceeds/4
	3	Meets/3	3	Meets/3	3	Meets/3
	2	Basic/2	2	Basic/2	2	Basic/2
	1	Below/1	1	Below/1	1	Below/1

**Required to dig deeper using MLPP measures with students falling into the Basic or Below category on DRA.
*These “digging deeper” scores will not be recorded on-line with the district, but used to inform instruction,
report to parents, and shared at child studies.***

	Beginning of Year		End of 1 st MP		End of 2 nd MP		End of Year	
	Performance	Status	Performance	Status	Performance	Status	Performance	Status
MLPP Sight Words	60+	Exceeds	68+	Exceeds/4	74+	Exceeds/4	80+	Exceeds/4
	50-59	Meets	58-67	Meets/3	64-73	Meets/3	71-79	Meets/3
	35-49	Basic	44-57	Basic/2	53-63	Basic/2	59-70	Basic/2
	0-34	Below	0-43	Below/1	0-52	Below/1	0-60	Below/1

MLPP Literacy Attitudes	Assess Informally	Monitor		Assess Informally
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MLPP Expressive Oral Language	Administer as needed. When a child scores a 3 or 4, do not reassess unless there is a concern.
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MLPP Receptive Language	Administer as needed. When a child scores a 3 or 4, do not reassess unless there is a concern.
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FOR USE AT SCHOOLS USING DIBELS NEXT

The benchmark goal is the number provided in the At or Above Benchmark row.
The cut point for risk is the first number provided in the Below Benchmark row.

DIBELS 3rd Grade Benchmark Goals and Cut Points for Risk					
Measure	Score Level	Likely Need for Support	Beginning Of Year	Middle Of Year	End Of Year
Composite Score	At or Above Benchmark	Likely to Need Core Support			
	Below Benchmark	Likely to need Strategic Support			
	Well Below Benchmark	Likely to Need Intensive Support			
NWF-CLS Nonsense Word Fluency/Correct Letter Sounds	At or Above Benchmark	Likely to Need Core Support			
	Below Benchmark	Likely to need Strategic Support			
	Well Below Benchmark	Likely to Need Intensive Support			
NWF-WWR Nonsense Word Fluency/Whole Words Read	At or Above Benchmark	Likely to Need Core Support			
	Below Benchmark	Likely to need Strategic Support			
	Well Below Benchmark	Likely to Need Intensive Support			
DORF DIBELS Oral Reading Fluency Words Correct	At or Above Benchmark	Likely to Need Core Support			
	Below Benchmark	Likely to need Strategic Support			
	Well Below Benchmark	Likely to Need Intensive Support			
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support			
	Below Benchmark	Likely to need Strategic Support			
	Well Below Benchmark	Likely to Need Intensive Support			
Retell	At or Above Benchmark	Likely to Need Core Support			
	Below Benchmark	Likely to need Strategic Support			
	Well Below Benchmark	Likely to Need Intensive Support			
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support			
	Below Benchmark	Likely to need Strategic Support			
	Well Below Benchmark	Likely to Need Intensive Support			
LNF Letter Naming Fluency	Letter naming is not a basic early literacy skill. Letter naming is a strong and robust predictor of later reading performance and is used in DIBELS as an additional indicator of risk.				