

Interpreting aReading Scaled Scores for Instruction

Individual scaled scores do not have natural meaning associated to them. The descriptions below provide information for how each scaled score range should be interpreted. Over time, teachers will become familiar with each scaled score range means.

Scores 362 and below

Students scoring at 362 and below have not mastered any reading skills. These students are developing the vocabulary skill of matching a picture to a given word.

Scores between 363 and 389

Mastered Skills. Students in this range have mastered the vocabulary skill of matching a picture to a given word.

Developing Skills. Students' developing concepts of print skills include discriminating words from non-words and identifying letter names, the characteristics of a book, upper- and lower-case letters, and the first and last letters of a given word. Phonological/phonemic skills include matching a letter to a letter sound, recognizing the initial sound of a given word, matching letters to a consonant blend, blending a given onset and rime to make a word, and blending two given syllables to make a word. The vocabulary skill in development is matching a picture to a given word.

Scores between 390-414

Mastered Skills. Students in this range have mastered the skill of identifying letter names.

Developing Skills. Students in this range are developing the same skills that students who scored between 363 and 389 are developing. In addition, these students are also developing concepts of print skills such as recognizing punctuation marks and their functions, knowing the directionality and the different parts of a sentence, matching the same letters, and identifying the subject of a sentence, a given word within a sentence, and the number of words in a string of words. Phonological/phonemic skills they are developing include recognizing a word that begins with a given sound (stop, continuous, and digraph), identifying a given sight word, recognizing different ending sounds in words, identifying a words that does not rhyme with other words, and selecting a picture that blends three given sounds.

Vocabulary skills they are developing include selecting a word that best completes a given sentence and choosing the correct form of a verb to complete a given sentence.

Scores between 415-440

Mastered Skills. In addition to the skills that students in the 390-414 range mastered, the students in the 415-440 range mastered concepts of print skills such as identifying upper- and lower-case letters as well as the first and last letters of a given word, discriminating words from non-words, recognizing punctuation marks and their functions, and knowing the directionality and the different parts of a sentence. The phonological/phonemic awareness skill these students have mastered is blending three given sounds to make a word.

Developing Skills. Developing concept of print skills are identifying correct sentences and finding a given word within a sentence. Phonological/Phonemic Awareness skills they are developing include matching words with the same long or short vowel sounds, choosing the picture that begins with a given sound, selecting the word that rhymes with a given word, finding the picture that ends or begins with a given sound, and determining the number of syllables a word has. Vocabulary skills in development include selecting a word that does not belong in a category, recognizing the correct usage of homophones, and using context to select the correct prefix to a root word. Comprehension skills that these students are developing are inferring a character's motivations or feelings, determining a character's feelings based on a picture and matching the appropriate picture to the story of a given text.

Scores between 441-467

Mastered Skills. In addition to the skills that students in the 415-440 range mastered, students in this range also mastered concepts of print skills such as identifying the characteristics of a book, recognizing upper-case letters, matching same letters, identifying correct sentences, identifying a given word within a sentence. Phonological/phonemic skills that these students mastered include matching sounds to letters, finding the picture that begins with a given sound, recognizing a sight word, and matching words based on rhyming. Mastered vocabulary items include choosing the appropriate picture to match a given word, and using semantics to choose the correct form of a verb to complete a sentence.

Developing Skills. The concepts of print skills that these students are developing include recognizing words with an upper-case letter, and identifying the subject of a sentence. Developing phonological/phonemic skills include using syntax to select a correct sentence, matching words with the same long or short vowel sound, identifying nonsense words with the same short vowel sound as a given word, matching words with the same vowel combination sound, knowing the ending sounds of words, identifying words that begin with a given sound or consonant blend, rhyming, discriminating between real words and nonsense words, making new words from adding or deleting sounds to or from a given word, blending sounds or a given onset and rime to form a word, selecting the picture that ends with a given sound, selecting a picture with a different beginning or ending sound from other pictures, counting the number of syllables in a word and the number of words in a string. Developing vocabulary skills include selecting a word to complete a sentence, selecting the correct form of a verb or adjective to complete a sentence, finding a word that does not belong to a category, recognizing the correct usage of homophones, selecting the correct homophone to complete a sentence, using context to select the correct prefix or suffix to a root word, selecting a word to complete a sentence based on spelling and semantics, completing analogies, selecting the synonym of a word using context clues, and completing a given statement by choosing a correct combination of a root word and a suffix. Comprehension skills that are developing include choosing a picture that represents a given text, inferring a character's motivations or feelings based on literary text, inferring the sequence of events, determining a character's feelings based on a picture, matching a picture with a character's feelings, selecting the sentence that does not make sense, locating literal information from a text, determining the author's intent, completing a sentence with a phrase, ordering a sequence of events, identifying the main idea, inferring by using real-life situations, and predicting what will happen next in a text.

Scores between 468-493

Mastered Skills. In addition to the skills that students in the 441-467 range mastered, students in this range also mastered concepts of print skills such as recognizing capitalized words and identifying the subject of a sentence. Phonological/phonemic skills that these students have mastered include identifying a nonsense word that has a given short vowel sound, recognizing a word that begins with a given sound, selecting a letter with the same initial consonant blend as a given word, choosing a picture that combines a given sound and word, recognizing a picture that deletes a sound from a given word, selecting a picture that blends a given set of sounds, and discriminating different ending sounds of a given set of pictures. Vocabulary skills that these students have mastered are completing a given

sentence with an appropriate adjective, completing a sentence with the correct spelling of a word, and combining a root word with the correct suffix to complete a given sentence. Comprehension skills these students have mastered include determining a character's feelings based on a picture, matching a picture to information from short text, categorizing poems into different poem types, ordering a sequence of events in informational text, and making predictions from literary text.

Developing Skills. The concepts of print skills that these students are developing include understanding the function of a punctuation mark and selecting a sentence that uses punctuation and capitalization correctly. Phonological/phonemic awareness skills that these students are developing are matching two words based on the same vowel sound, identifying the word with the same vowel combination sound as a given word, discriminating words based on their middle sounds, choosing a picture that begins or ends with a given sound, recognizing a word that ends or begins with a given digraph, identifying a word with a different ending sound from other words, identifying a word that matches a given phoneme combination, choosing a word that does not rhyme with the other words, discriminating real words from nonsense words, choosing a picture that blends a given onset with a given rime, blending two given syllables to make a word, selecting a picture that ends or begins with a given sound, identifying a picture with a different beginning sound from the others, determining which word contains a given number of syllables, and selecting which phrase contains a given number of words. Vocabulary skills that these students are developing include selecting a word to best complete a sentence, using semantics to select the correct form of a verb or noun that best fits a given sentence, selecting the word that does not belong in the same category as the other words, selecting the appropriate homophone to complete a sentence, using context to add the correct prefix or suffix to a word, completing analogies, selecting the synonym to a word using context clues, and identifying the antonym of a given word. Comprehension skills that these students are developing include choosing a picture that describes a given text, inferring a character's motives or feelings based on given information, inferring the sequence of events, discriminating correct sentences from nonsense sentences, locating literal information from simple literary text, evaluating the author's viewpoint or attitude in a text, selecting a phrase to complete a sentence, inferring the meaning of a phrase based on given context, classifying a situation based on given information, identifying a fact versus an opinion, selecting a sentence that will complete a given text, drawing conclusions based on supporting details, identifying cause and effect relationships, comparing or contrasting characteristics of objects or concepts described in informational text, analyzing informational text to identify a title or a main idea, inferring the meaning of a nonsense word

using context, and evaluating how an author uses evidence to support his/her claim, inferring the author's purpose,

Scores between 494-518

Mastered Skills. In addition to the skills that students in the 468-493 range mastered, students in this range also mastered the concepts of print skill of recognizing punctuation marks. Phonological and phonemic awareness skills that these students have mastered include matching a given sound to a letter, choosing a picture that begins/ends with a given sound, recognizing the word beginning with a given digraph, identifying the word that matches a given phoneme combination, choosing the word that does NOT rhyme with the other words, and choosing the picture that begins with a given sound. Vocabulary skills that these students have mastered include selecting the correct form of a verb or noun to complete a sentence, selecting the word that does not belong in the same category as other words, discriminating correct sentences from nonsense sentences, comparing or contrasting characteristics of two different texts, evaluating informational text to identify the main idea, and evaluating how the author uses evidence to support his/her claim.

Developing Skills. Concept of print skills that are still developing for these students include understanding the function of a punctuation mark and selecting the correct sentence based on punctuation, spacing, and capitalization. Phonological and phonemic awareness skills that are developing are matching words with the same long or short vowel sound, matching a nonsense word with the same short vowel sound as a given word, identifying the word with a different middle sound from the other words, completing a rhyme scheme, discriminating real words from nonsense words, blending a given onset with a given rime, choosing a word with the same ending sound as a given word, choosing a picture with a different beginning sound as the others, and determining which word contains a given number of syllables. Vocabulary skills that these students are developing include selecting a word to best complete a sentence, selecting a word to complete a short paragraph, selecting the appropriate homophone to complete a sentence, using context to add the correct prefix or suffix to a word, completing analogies selecting the synonym to a word using context clues, inferring the specific definition of a word using context clues, and identifying the antonym of a given word. Comprehension skills that these students are developing include choosing a picture that describes a given text, inferring a character's motives or feelings based on given information, inferring the sequence of events, locating literal information from simple literary text, evaluating the author's viewpoint or attitude in a text,

selecting a phrase to complete a sentence, inferring the meaning of a phrase based on given context, classifying a situation based on given information, identifying a fact versus an opinion, drawing conclusions based on supporting details, identifying cause and effect relationships, comparing or contrasting characteristics of objects or concepts described in informational text, inferring the meaning of a nonsense word using context, inferring the author's purpose, deleting a sentence that does not support the main idea of a text, adding a sentence to support the main idea, combining two sentences correctly, analyzing character traits in a literary text, synthesizing information in informational text, examining the author's attitude or feelings based on descriptive language used in a literary text, and identifying the theme in literary text.

Scores between 519-545

Mastered Skills. In addition to the skills that students in the 494-518 range mastered, students in this range also mastered the concepts of print skill of identifying a sentence that uses correct punctuation, spacing, and capitalization. The phonological and phonemic awareness skills that these students have mastered include matching words based on vowel sounds, identifying words with a different ending sound from the others, completing rhyme schemes, discriminating real words from nonsense words, choosing a picture that blends a given onset and a rime, choosing a picture that begins with a different beginning sound from other pictures, and determining which phrase contains a given number of words. With the exception of the vocabulary skills mastered at the 533-563 range, no additional vocabulary skills have been mastered. Comprehension skills that these students have mastered include choosing a picture that depicts a given text, inferring a character's motives or feelings based on given information, inferring the sequence of events in literary text, locating literal information from simple text, evaluating the author's viewpoint or attitude in literary text, evaluating the author's viewpoint or attitude in literary text, choosing the phrase to complete a sentence, inferring the meaning of a phrase based on the context given in a literary text, identifying cause and effect relationships in text, comparing or contrasting characteristics of objects or concepts described in the text, analyzing informational text to identify a title, inferring the meaning of a made up word using context from text, deleting a sentence that does not support the main idea, adding a sentence to support the main idea, finding the best way to combine two sentences, analyzing character traits in literary text, synthesizing information, and examining an author's attitude or feelings based on descriptive language used in a literary text.

Developing Skills. The only concept of print skill that is still developing for these students is the skill of understanding the function of a punctuation mark. Phonological and phonemic awareness skills that are still developing include identifying the word with a different middle sound from the others, identifying the word with a different ending sound from the others, and finding the word that has the same vowel combination sound as a given word. Vocabulary skills that are still developing include selecting a word to complete a sentence or a short paragraph, selecting the correct homophone to complete a sentence, selecting the correct suffix/prefix based on context, completing analogies, inferring the meaning or specific definition of a word using context clues, and identifying the antonym of a given word. Comprehension skills that are still developing include determining the idea that the author wants to convey, identifying the main idea of a text, classifying a situation based on given information, classifying statements as a fact or opinion, drawing conclusion based on supporting details from the text, inferring the author's purpose, and identifying the theme in literary text.