

# General Outcome Indicators (GOIs) of Early Literacy & Reading *Data Interpretation Guide*

## FIRST GRADE 2012-2013

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# Established Benchmarks Levels

## First Grade

Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Benchmark Status	Performance	Benchmark Status	Performance	Benchmark Status
PSF	0 - 24 25 - 39 ≥ 40	Well Below Below At/Above				
NWF-CLS	0 - 17 18 - 26 ≥ 27	Well Below Below At/Above	0 - 32 33 - 42 ≥ 43	Well Below Below At/Above	0 - 46 47 - 57 ≥ 58	Well Below Below At/Above
NWF-WWR			0 - 2 3 - 7 ≥ 8	Well Below Below At/Above	0 - 5 6 - 12 ≥ 13	Well Below Below At/Above
CBM/ORF			0 - 7 8 - 19 ≥ 20	Well Below Below At/Above	0 - 19 20 - 39 ≥ 40	Well Below Below At/Above
D-ORF *			0 - 15 16 - 22 ≥ 23	Well Below Below At/Above	0 - 31 32 - 46 ≥ 47	Well Below Below At/Above

\*D-ORF - DIBELS® Next Oral Reading Fluency (DORF)

# Massachusetts Public Schools' Norms: *First Grade*

Subtest	Well Above Average	Above Average	Average	Low Average	Below Average	Well Below Average
<b>Fall</b>						
■ LNF	≥ 69	60-68	44-59	38-43	28-37	≤ 27
■ PSF	≥ 64	57-63	44-56	37-43	25-36	≤ 24
■ NWF-CLS	≥ 75	50-74	30-49	24-29	16-23	≤ 15
■ NWF-WWR	≥ 23	12-22	2-11	1	0	0
<b>Winter</b>						
■ PSF	≥ 74	68-73	56-67	50-55	42-49	≤ 41
■ NWF-CLS	≥ 121	87-120	53-86	43-52	33-42	≤ 32
■ NWF-WWR	≥ 44	31-43	15-30	10-14	3-9	≤ 2
■ CBM/ORF	≥ 104	74-103	30-73	21-29	13-20	≤ 12
■ D-ORF*	≥ 95	64-94	26-63	19-25	12-18	≤ 11
<b>Spring</b>						
■ PSF	≥ 75	71-74	60-70	55-59	48-54	≤ 47
■ NWF-CLS	≥ 141	120-140	73-119	58-72	44-57	≤ 43
■ NWF-WWR	≥ 49	42-48	24-41	18-23	10-17	≤ 9
■ CBM/ORF	≥ 132	104-131	65-103	50-64	30-49	≤ 29
■ D-ORF*	≥ 116	92-115	57-91	39-56	23-38	≤ 22

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# Expected Weekly Growth Rates for ***Critical Early Literacy Skills & CBM/ORF/D-ORF\****

GRADE 1		
Subtest	Realistic	Ambitious
Phoneme Segmentation Fluency (PSF)	0.64	0.76
Nonsense Word Fluency (CLS)	0.87	1.18
Nonsense Word Fluency (WWR)	0.56	0.85
CBM/ORF/D-ORF*	2.00	3.00

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Note<sup>1</sup>: PSF & NWF from C. Parker (2003). [*Utilizing general outcome measures to examine the weekly growth rates of first graders' early literacy skills*]. Unpublished raw data.

Note<sup>2</sup>: CBM Reading (ORF) from Fuchs, Fuchs, Hamlett, Walz, & Germann (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22(1), 27-48.

# Gain Scores Table: First Grade

Subtest	Weeks	Ambitious	Typical	Less than Typical
Phoneme Segmentation Fluency	5	$\geq 5$	3-4	$\leq 2$
	8	$\geq 7$	5-6	$\leq 4$
	10	$\geq 9$	6-8	$\leq 5$
Nonsense Word Fluency (CLS)	5	$\geq 7$	4-6	$\leq 3$
	8	$\geq 10$	7-9	$\leq 6$
	10	$\geq 13$	9-12	$\leq 8$
Nonsense Word Fluency (WWR)	5	$\geq 4$	3	$\leq 2$
	8	$\geq 7$	5-6	$\leq 4$
	10	$\geq 9$	7-8	$\leq 6$
CBM/ORF/D-ORF*	5	$\geq 16$	10-15	$\leq 9$
	8	$\geq 25$	16-24	$\leq 15$
	10	$\geq 31$	20-30	$\leq 19$

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**Massachusetts 2012-2013  
40th Percentile  
Cut-off Scores for the 4-Square Instructional Grouping Tables**

**First Grade**

<b>Test</b>	<b>Fall 40<sup>th</sup> %</b>	<b>Winter 40<sup>th</sup> %</b>	<b>Spring 40<sup>th</sup> %</b>
<b>LNF</b>	44	N/A	N/A
<b>PSF</b>	44	56	60
<b>NWF-CLS</b>	30	53	73
<b>NWF-WWR</b>	2	15	24
<b>CBM/ORF</b>	N/A	30	65
<b>D-ORF*</b>	N/A	26	57

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