DEXTER COMMUNITY SCHOOLS

2025-2026 Elementary Literacy Update

General Assessment Terms to Know

Standardized

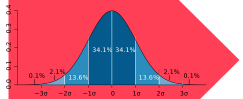
Assessment given according to standard administration procedures, scoring, and/or items so that every student gets the same opportunity (reduce potential for bias & subjectivity).

Adaptive

Computer adaptive tests are designed to adjust their level of difficulty, based on the responses provided, to match the knowledge and ability of the student.

Normed/Norm-Referenced

When normative scores are collected from large numbers of students with diverse backgrounds for the purpose of showing "typical" performance on a specific assessment.



Validity

The extent to which an assessment measures what it is supposed to. In order to measure risk, it is important to know how well an assessment predicts future performance (predictive validity).

Reliability

The extent to which an assessment consistently & accurately measures learning: over time (test-retest or parallel form), across items (internal consistency), & between assessors (inter-rater).

Some Types of Assessment Defined

Universal Screening

What is the broad impact of instruction? Who is at risk?

Diagnostic

What is the specific need?

Progress Monitoring

Is the intervention working?



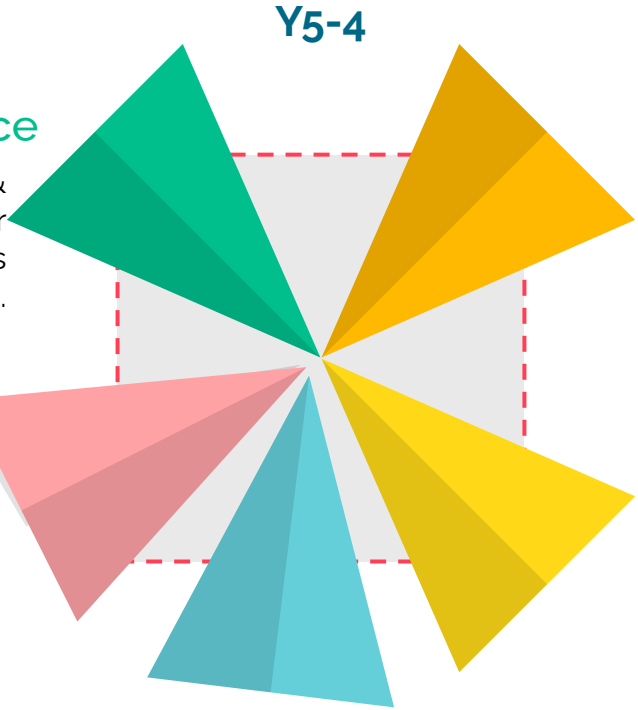
Formative

What should I teach next? What are we getting? Where can I provide support?

Summative

How well did the student master the content/ standard(s) taught up to this point?

Reading Assessments



Acadience

Universal Screening & Progress Monitoring. Error analysis & specific subtests can be Diagnostic.

M-STEP

Summative at the end of grade 3, 4. Can help measure impact of our instruction.

NWEA MAP

Universal Screening, Diagnostic, Summative

Teacher Observation & Diagnostic Assessments

Formative, Confirmatory, & Diagnostic

Curriculum Based Assessment

Diagnostic & Formative

M-STEP Grade 3-8, 11



Targeted Skills & How It Works

- Computer Based Assessment in Math, Reading, Writing and Science (5th Grade)
- Assessments match grade level expectations.
- Computer adaptive testing (CAT) for English language arts (ELA) and mathematics assessments, which provides a more individualized test experience for students and more precise measurements of student learning.

Key Uses

- Provides a snapshot of achievement at the student, building, district, and state level.
- Designed to gauge how well students are mastering state standards.

Potential Pitfalls

- Provides a snapshot of student performance during one short span of time.
- Final results aren't available until the following school year; almost 4 months after the test is given.
- Writing Assessment is one question within the reading assessment.

NWEA Grade 2-8



Targeted Skills & How It Works

- The test is multiple choice and provides adaptive questioning.
- The test is untimed and students are assessed in reading (and math).
- Feedback results are available in 24 hours.

Key Uses

- NWEA Scores come quickly and teachers can identify students that are above, below and at grade level.
- Families can also see how their children do over time and how they compare to the national and Dexter average.
- NWEA provides a variety of feedback and tools for interpreting the data and the next steps students need.

Potential Pitfalls

- Provides a snapshot of student performance during one short span of time.
- Data can be difficult to understand in order to target specific skills students need to improve.

Dexter Community Schools

District Profile

Achievement Overview

Dexter Community Schools | Reading

Grade	Achievement Winter 2024-2025 Median and Distribution	Number of Students
All Grades	73rd | 6% | 9% | 19% | 30% | 36%	1877

Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Winter 2024-2025
Tested Winter 2024-2025

More information about this chart

Dexter Community Schools

District Profile

Achievement Overview

Dexter Community Schools | Reading

Grade	Achievement Winter 2025-2026 Median and Distribution	Number of Students
All Grades	75th | 6% | 9% | 18% | 29% | 38%	1714

Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Winter 2025-2026
Tested Winter 2025-2026

More information about this chart

Acadience Reading Y5-6



Targeted Skills & How It Works

- Set of measures assessing basic early literacy (e.g., phonemic awareness, basic & advanced phonics, fluency, comprehension) & numeracy skills (e.g., number flexibility, computation, concepts & applications). Used as a screener and progress monitoring tool. Data used for intervention planning & large-scale data analysis to determine grade & district-wide trends. Administered by MTSS and Special Education Staff either 1:1 or in group setting depending on subtest.
- Measures assess automaticity with basic skills in order to ensure students have the foundation to build up more complex learning.

Key Uses

- Acadience assesses automaticity with each skill via short, timed measures, meaning not only whether the students know the content but also how easily they can recall & apply it, thus scores sometimes stand in contrast with non-timed measures of mastery like NWEA or EDM summative assessments.
- Compliance w/ Section 104a which requires us to share scores with parents K-3 3 times/year, set goals, & generate end of year reports. One of 2 data points used to determine IRIPs.

Potential Pitfalls

- Not a comprehensive reading assessment, so further diagnostic work is required to validate & dig deeper into areas of need. Subtests are indicators of broader skills.
- Understanding & interpreting the data takes some time

MCL 380.1280f (K12 Literacy and Dyslexia Laws)

- The Michigan legislature passed, and Gov. Gretchen Whitmer signed into law on October 10, 2024, Public Act (PA) 146 of 2024, and Public Act 147 of 2024, ***now referred to as the K12 Literacy and Dyslexia Laws.***
- Science of Reading is:
  - A large body of scientifically-based research across disciplines about reading and issues related to reading and writing
  - Research conducted over the last 50 years across the world.
  - Research that includes findings from studies in learning to read in multiple languages
  - The Science of Reading means there is substantial evidence to inform how proficient reading and writing develop, why some have difficulty, and how we can most effectively assess and teach to improve outcomes.
- P.A. 146 is not about diagnosing dyslexia; it focuses on screening pupils for characteristics of dyslexia and providing ***evidence-based instruction and intervention*** based upon their needs.

MICHIGAN Department of Education

What ARE the Essential Early Literacy Skills?

-hand-eye coordination
-Print awareness
-Auditory processing
-Self-confidence
-Visual discrimination
-Rapid automatized naming
-Vocabulary and oral language
-Motivation
-Social Skills
-Attention and concentration
-phonemic awareness
-accuracy and fluency with connected text
-comprehension
-vocabulary and oral language
-alphabetic principle and phonics

The highlighted skills are

-**predictive** of reading acquisition and later reading achievement.

-Something we can **do something about** (something we can teach).

-Something that **improves outcomes** for children **when we teach it**.

Acadience Reading K–6 Measures Assess the Essential Early Literacy and Reading Skills

Acadience Reading K–6 Measure	Essential Early Literacy/Reading Skill
First Sound Fluency (FSF)	Phonemic Awareness
Letter Naming Fluency (LNF)	None (Indicator of Risk)
Phoneme Segmentation Fluency (PSF)	Phonemic Awareness
Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
Oral Reading Fluency (ORF) includes retell	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Maze	Reading Comprehension
Word Use Fluency– Revised (WUF-R*)	Vocabulary and Oral Language

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Acadience® Reading: Summary of Benchmarks and Cut Points for Risk

	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
	Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade		
Reading Composite Score	38	156	152	129	177	208	202	256	287	289	349	405	341	383	446	386	411	466	435	461	478
	26	**122**	**119**	**113**	**130**	**155**	**141**	**190**	**238**	**220**	**285**	**330**	**290**	**330**	**391**	**357**	**372**	**415**	**344**	**358**	**380**
	13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324
First Sound Fluency (FSF)	16	43																			
	10	**30**																			
	5	20																			
Phoneme Segmentation Fluency (PSF)	44	56	47																		
	20	**40**	**40**																		
	10	25	25																		
Nonsense Word Fluency (NWF)																					
Correct Letter Sounds	28	40	34	59	81	72															
	17	**28**	**27**	**43**	**58**	**54**															
	8	15	18	33	47	35															
Whole Words Read			4	17	25	21															
			1	**8**	**13**	**13**															
			0	3	6	6															
Oral Reading Fluency (ORF)																					
Words Correct			34	67	68	91	104	90	105	118	104	121	133	121	133	143	139	141	151		
			23	**47**	**52**	**72**	**87**	**70**	**86**	**100**	**90**	**103**	**115**	**111**	**120**	**130**	**107**	**109**	**120**		
			16	32	37	55	65	55	68	80	70	79	95	96	101	105	90	92	95		
Accuracy			86%	97%	96%	99%	99%	98%	99%	99%	98%	99%	100%	99%	99%	100%	99%	99%	100%		
			78%	**90%**	**90%**	**96%**	**97%**	**95%**	**96%**	**97%**	**96%**	**97%**	**98%**	**98%**	**98%**	**99%**	**97%**	**97%**	**98%**		
			68%	82%	81%	91%	93%	89%	92%	94%	93%	94%	95%	95%	96%	97%	94%	94%	96%		
Retell				17	25	31	39	33	40	46	36	39	46	40	46	52	43	48	50		
				15	**16**	**21**	**27**	**20**	**26**	**30**	**27**	**30**	**33**	**33**	**36**	**36**	**27**	**29**	**32**		
				0	8	13	18	10	18	20	14	20	24	22	25	25	16	18	24		
Retell Quality of Response						**2**	**2**	**2**	**2**	**3**	**2**	**2**	**3**	**2**	**3**	**3**	**2**	**2**	**3**		
						1	1	1	1	2	1	1	2	1	2	2	1	1	2		
Maze Adjusted Score								11	16	23	18	20	28	21	21	28	27	30	30		
								8	**11**	**19**	**15**	**17**	**24**	**18**	**20**	**24**	**18**	**19**	**21**		
								5	7	14	10	12	20	12	13	18	14	14	15		

Reading Composite Score: A combination of multiple Acadience Reading scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *Acadience Reading Composite Score* worksheets on pages 21–27.

ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 99%). These scores are identified as *Above Benchmark*. While students scoring Above Benchmark are likely to need *Core Support*, some may benefit from instruction on more advanced skills.

BENCHMARK (large bold number in the middle of the box): Students scoring at or above the benchmark have the odds in their favor (approximately 80% to 90%) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent benchmarks without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

Note: There is no benchmark for Letter Naming Fluency (LNF).

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Acadience Benchmarks

Four Levels of Performance Compared to Benchmarks

If a student achieves an At or Above Benchmark the odds are in favor of that student achieving later reading outcomes.

Above Benchmark:

Odds are generally 90% to 99% of achieving subsequent benchmarks and important reading outcomes. **Student is not likely to need support to make adequate progress**.

At or Above Benchmark:

Odds are generally 80% to 90% of achieving subsequent benchmarks and important reading outcomes. **Student is likely to make adequate progress with effective core instruction.**

Below Benchmark:

Odds are generally 40% to 60% of achieving subsequent benchmarks and important reading outcomes. **Student is likely to need strategic support to make adequate progress.**

Well Below Benchmark:

Odds are generally 10% to 20% of achieving subsequent benchmarks and important reading outcomes. **Student is likely to need intensive support to make adequate progress.**

Benchmark Scores- what do they mean?

They are predictive.

- ★ Above benchmark: 90-99% chance of meeting future reading goals.
- ★ At benchmark: About 80-90% chance of meeting future reading goals.
- ★ Below Benchmark: About 40-60% chance of meeting future reading goals.
- ★ Well Below Benchmark: About 10-20% chance of meeting future reading goals.

If a student achieves a benchmark goal, the odds are in favor of that student achieving later reading outcomes.

They can be used as a goal.

- ★ Benchmarks provide meaningful goals for intervention and instruction that will change the future for students.

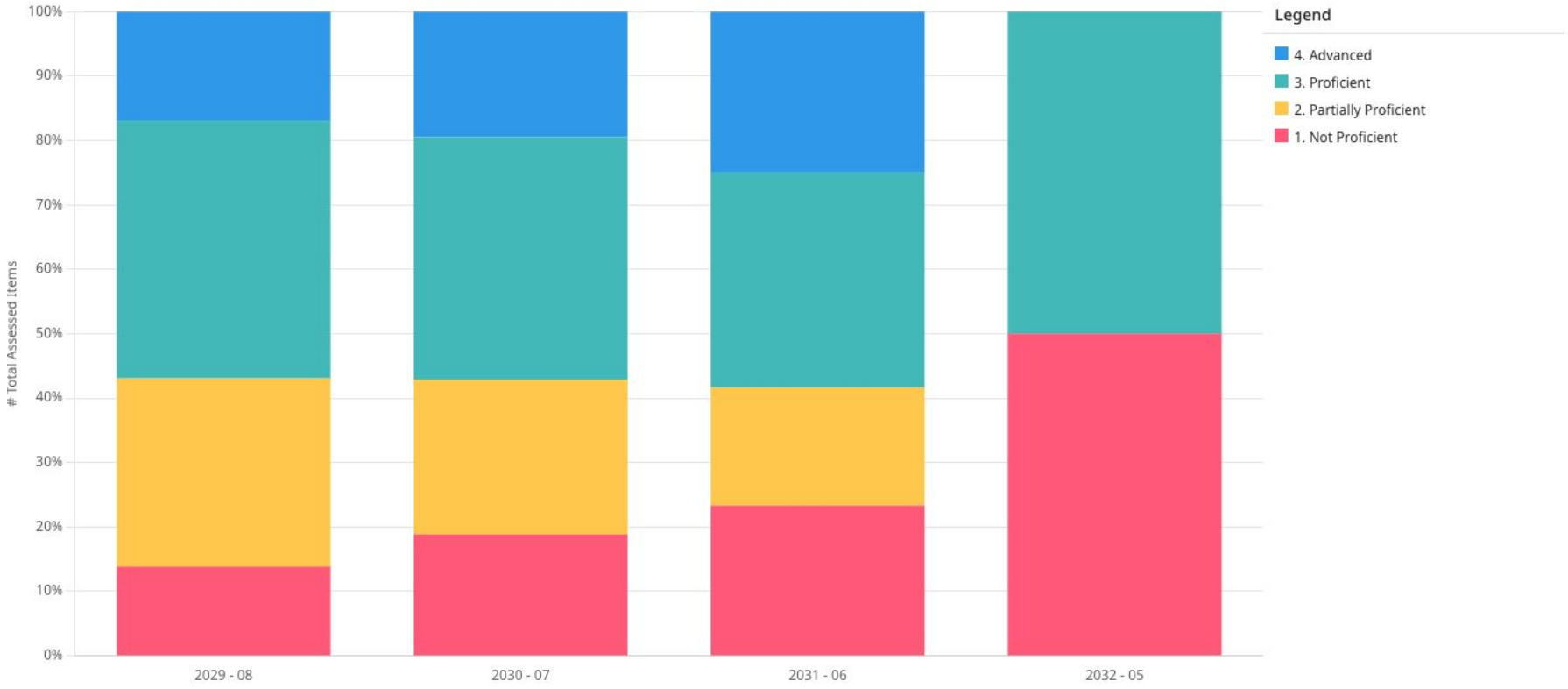
M-STEP Performance Level by Cohort

NOTE: Make sure to apply a filter for the relevant term and subject!

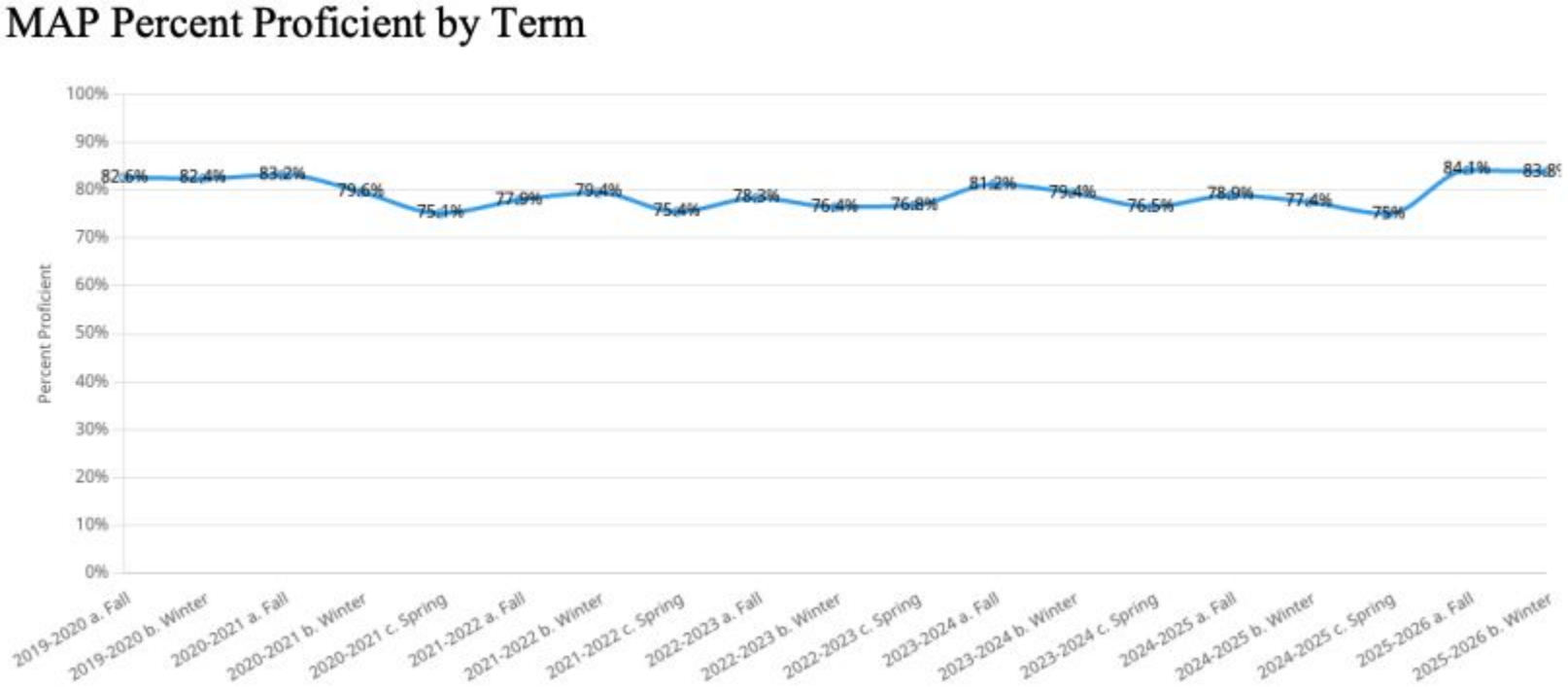
Administered Term: 2023-2024 c. Spring, 202...

School (Assessed): Creekside

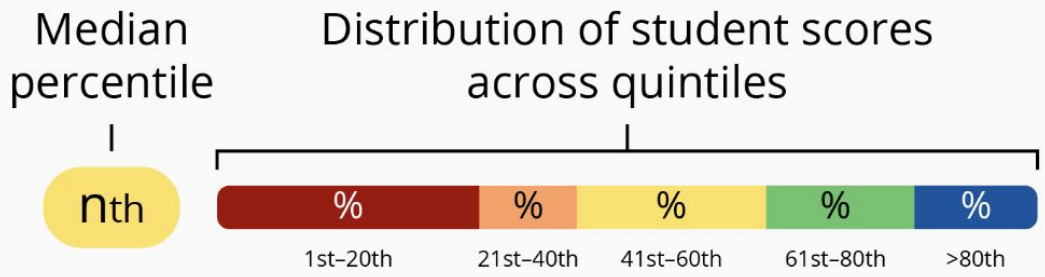
Subject: ELA



Creekside 5th and 6th grade students - NWEA MAP Proficiency



Quintiles. Five percentile levels based on NWEA normative data: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (blue).



Dexter Community Schools

District Profile

Achievement Overview

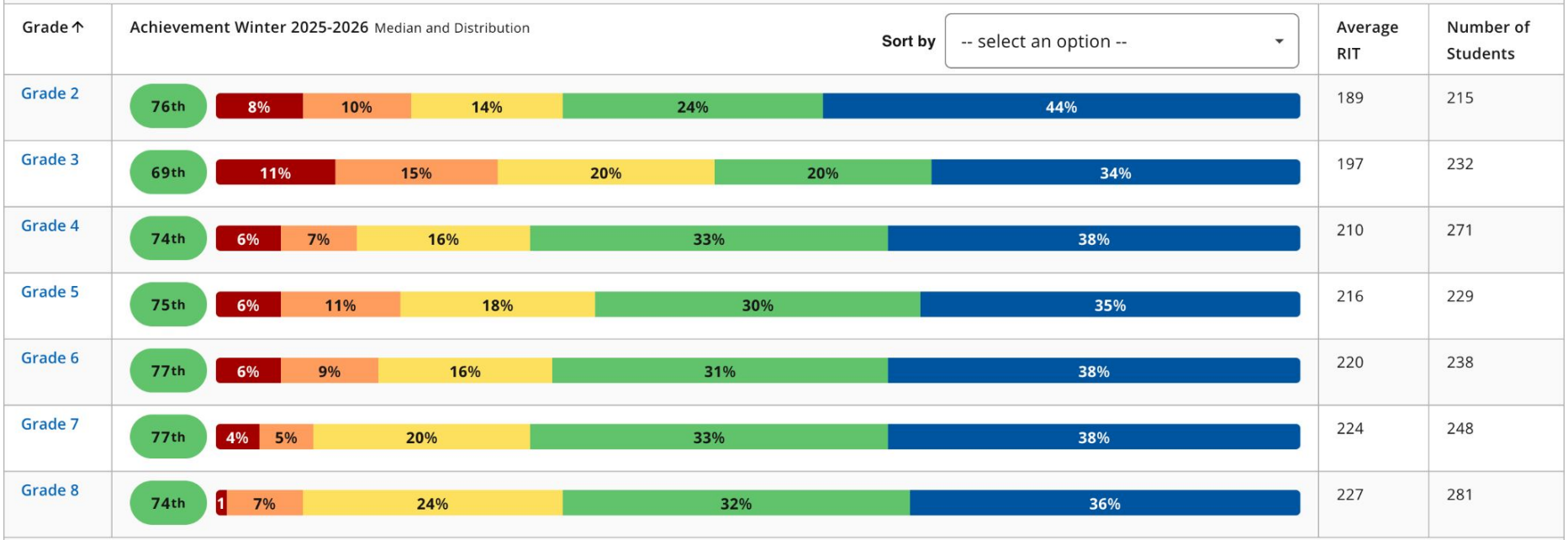
Dexter Community Schools | Reading

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District Profile

Achievement by Grade

Dexter Community Schools | Reading



Grade 1

2025 - 2026

Well Below Benchmark

(likely to need intensive support)

33



64%	21
18%	6
6%	2
12%	4

Below Benchmark

(likely to need strategic support)

33



27%	9
21%	7
21%	7
30%	10

At Benchmark

(likely to need core support)

51



18%	9
22%	11
25%	13
35%	18

Above Benchmark

(likely to need core support)

103



2%	2
3%	3
8%	8
87%	90

Well Below Benchmark

(likely to need intensive support)

34



59%	20
3%	1
24%	8
15%	5

Below Benchmark

(likely to need strategic support)

21



29%	6
24%	5
5%	1
43%	9

At Benchmark

(likely to need core support)

53



17%	9
17%	9
23%	12
43%	23

Above Benchmark

(likely to need core support)

96



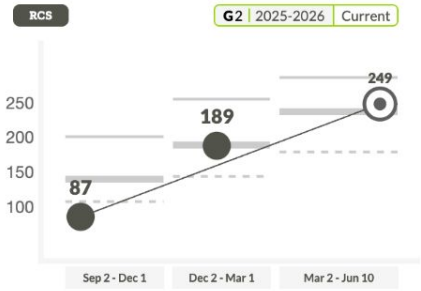
6%	6
4%	4
16%	15
74%	71

Grade 2

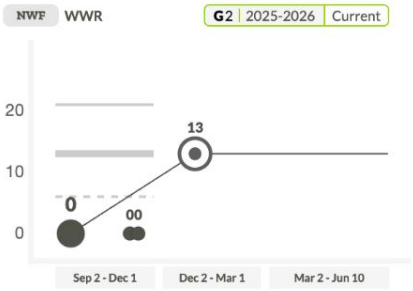
2025 - 2026

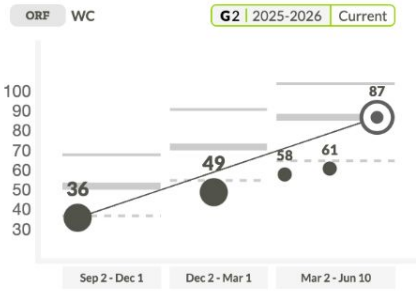
Well Below Benchmark

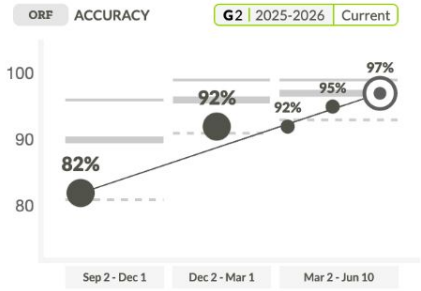
Below Benchmark

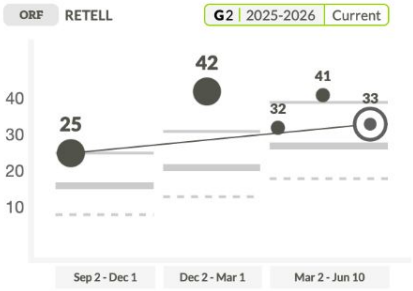












Beginning of Year	Middle of Year	End of Year

Grade K

2025 - 2026

Beginning of Year			Middle of Year			End of Year		
219	11%	24	218	5%	11	0	0%	0
	13%	28		13%	29		0%	0
	14%	30		26%	57		0%	0
	63%	137		56%	121		0%	0

2024 - 2025

Beginning of Year			Middle of Year			End of Year		
222	14%	31	223	9%	19	224	7%	16
	16%	36		10%	22		17%	37
	14%	31		30%	68		35%	78
	56%	124		51%	114		42%	93

2023 - 2024

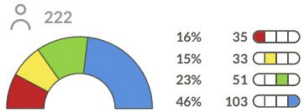
Beginning of Year			Middle of Year			End of Year		
198	13%	26	199	5%	9	200	6%	11
	15%	29		10%	19		10%	19
	18%	35		29%	57		30%	60
	55%	108		57%	114		55%	110

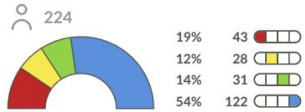
2022 - 2023

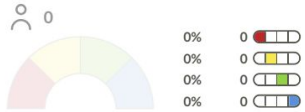
Beginning of Year			Middle of Year			End of Year		
211	9%	20	214	5%	10	214	5%	10
	12%	26		15%	33		17%	36
	19%	41		33%	70		38%	81
	59%	124		47%	101		41%	87

Grade 1

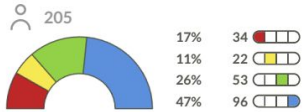
2025 - 2026

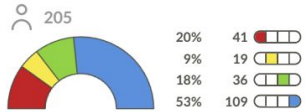


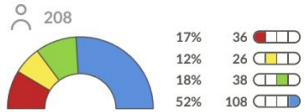




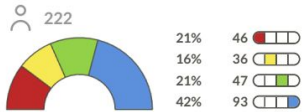
2024 - 2025

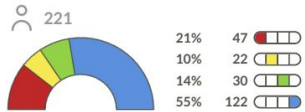


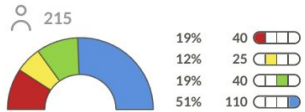




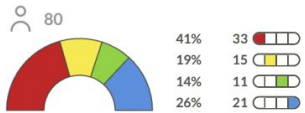
2023 - 2024

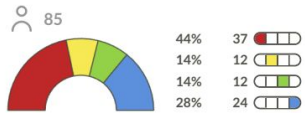


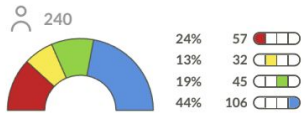




2022 - 2023

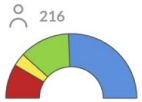




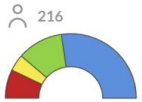


Grade 2

2025 - 2026



17%	37
6%	14
25%	54
51%	111

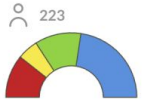


14%	31
8%	18
23%	49
55%	118

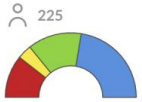


0%	0
0%	0
0%	0
0%	0

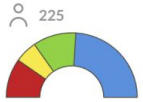
2024 - 2025



22%	48
10%	23
23%	51
45%	101

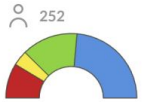


21%	48
7%	16
27%	60
45%	101

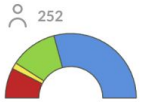


20%	44
11%	25
21%	48
48%	108

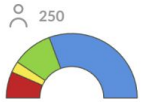
2023 - 2024



17%	44
8%	19
28%	70
47%	119

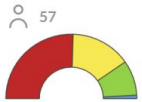


15%	38
3%	8
23%	59
58%	147

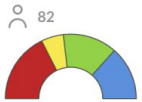


13%	33
6%	14
20%	50
61%	153

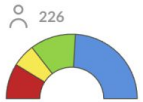
2022 - 2023



51%	29
30%	17
18%	10
2%	1



35%	29
11%	9
27%	22
27%	22



18%	40
12%	26
23%	51
48%	109

Well Below Benchmark | Below Benchmark | At Benchmark | Above Benchmark | No Score

Well Below Typical | Below Typical | Typical | Above Typical | Well Above Typical

Grade 3	**Growth** Median and Distribution 72nd: 2% / 11% / 22% / 33% / 32% **Achievement Fall 2023-2024** Median and Distribution 67th: 8% / 13% / 20% / 28% / 31% **Achievement Spring 2023-2024** Median and Distribution 76th: 5% / 9% / 16% / 26% / 44%	203
Grade 4	**Growth** Median and Distribution 58th: 17% / 16% / 20% / 26% / 21% **Achievement Fall 2024-2025** Median and Distribution 69th: 9% / 14% / 14% / 26% / 37% **Achievement Spring 2024-2025** Median and Distribution 73rd: 8% / 11% / 14% / 28% / 39%	249
Grade 5	**Growth** Median and Distribution 56th: 16% / 18% / 21% / 27% / 18% **Achievement Fall 2025-2026** Median and Distribution 74th: 8% / 7% / 15% / 30% / 40% **Achievement Winter 2025-2026** Median and Distribution 75th: 6% / 11% / 18% / 30% / 35%	227

NWEA and acadience (Lexia?)

Dexter Early Elementary Complex

Bookworms was adopted in Fall 2023.

Some books with Bookworms have been replaced due to being outdated or not appropriate during the 2023-24 and 2024-25 school years.

We had PD last year for Bookworms for D.I. groups which is our small group instruction book that teachers use.

Shared Reading is going well. Teacher have a scripted, direct & explicit instruction plan during this 45 minute block with word study work.

Differentiate Instruction is a 45 minute block that students and teacher meet in small group and receive direct instruction. Teachers are seeing success in this area some more than others.

Implementation rubric

Wylie Collaborative Classroom

Wylie is using Collaborative Classroom - Being a Reader and Being a Writer for Tier 1 instruction. This is a comprehensive program that is backed by Science of Reading research and grounded in the Michigan State Standards.

The components BAR include a whole group lesson to teach grade-level content, Independent Reading (IDR), small group instruction, book clubs, and individual conferring. There is a designated time for Word Study were students extend phonics work to include morphology and word analysis for reading polysyllabic words. Being a writer focuses on conventions, grammar, and genres.

Wylie uses SIPPS for Tier 2 (intervention) and Tier 3 (special ed)

- Collaborative and SIPPS are aligned so that students receive consistent language and instruction.
- Diagnostic assessment for targeted instruction

We have benefited from strong professional learning from Collaborative in both Being a Reader and Being a Writer throughout our implementation

- Lesson Study - Supports teachers in deeply understanding the goals and focus of the lessons
- Instructional Rounds - Determine next steps for strong implementation
- Collaborative Coach - individualize coaching (supports new teachers and those looking to deepen their practice)