

The State of Utah uses the Acadience Reading Benchmark Assessment to help teachers identify who may need extra support in order to reach end of grade level reading goals. This chart is intended to help teachers and parents interpret student data and plan support and intervention.

	Overall Likelihood of Meeting Later Reading Benchmarks	Benchmark Status	What It Means	Reading at Grade Level Status	Predicted Support Needs
>99%	90% to 99% likelihood of meeting future benchmarks	Above Benchmark	Students with scores in this range are predicted to meet end of grade level reading goals and future reading benchmarks.	Student is "reading at grade level" and with a years typical progress, students should master grade level skills and maintain "reading at grade level" status.	These students likely need effective core instruction to meet end of grade level reading goals and future reading benchmarks.
95%					
90%					
80%	70% to 85% likelihood of meeting future benchmarks	At Benchmark	Students in this score range are likely to achieve future reading benchmarks as the odds are in their favor. The further above the benchmark the better the odds.	Student is approaching "reading at grade level" and with more than a years typical progress can achieve "reading at grade level" status.	These students need effective core instruction and may require monitoring and strategic (extra) support at school and home to master specific skills.
70%					
60%					
55%	40%–60% likelihood of meeting future benchmarks	Below Benchmark	It is hard to predict the likelihood that students with scores in this range will meet future benchmarks because the odds are approximately even. The closer students score to the benchmark the better the odds.	Student is reading below grade level and will need to make better than a years typical progress during this academic year and possibly subsequent years to achieve "reading at grade level" status.	These students likely need core instruction coupled with strategic support targeted to their individual needs to meet future reading benchmarks. Students who are nearer the lower cut point may need more intensive support at school and home.
50%					
45%					
40%	10%–20% likelihood of meeting future benchmarks	Well Below Benchmark	The overall odds of achieving future benchmarks for students who score in this range are low.		These students likely need intensive support both at school and home in addition to effective core instruction. They may also need support mastering prerequisite skills depending on skill gaps from previous grade levels.
30%					
20%					
10%					
<5%					

Reading at grade level represents students who are meeting or exceeding expected reading levels as measured by cut scores on the Acadience Reading Benchmark Assessment.

Benchmark indicates students who are predicted to make a years typical progress during an academic year and not considered at risk.

A Years Typical Progress is expected academic growth aligned with grade-level benchmarks over one academic year.

* Information adapted from Table 1. Student Performance Interpretations in the Acadience Reading Benchmark goals handout page 3.