



Determining Benchmarks for ‘Below Grade Level’

Per [legislation](#), students identified as **below or significantly benchmark/ grade level** require a Personal Literacy Plan. Each publisher uses specific language to designate at, below and significantly below benchmark. Note some assessments allow LEAs and schools to set local norms. Adjusting norms will impact designations and students should be compared using national norms.

	At/Above Benchmark	Below Benchmark	Significantly Below Benchmark
	<i>Students are at minimal risk for requiring literacy-based intervention.</i>	<i>Students should receive targeted intervention based on their specific need.</i>	<i>Students should receive intensive intervention through Data-Based Individualization.</i>
Acadience Reading	At/Above Benchmark	Below Benchmark	Well Below Benchmark
Acadience Reading Gr. 7-8	At/Above Benchmark	Below Benchmark	Well Below Benchmark
Aimsweb Plus	Low Risk	Moderate Risk	High Risk
Amira	Above 50 th percentile	Between 25-50 th percentile	Below 25 th percentile
DIBELS 8th Edition	At/Above Benchmark	Below Benchmark/Strategic support	Well Below Benchmark/Intensive Intervention
EarlyBird	Minimal/Negligible Risk	Some Risk	Flag Icon
FastBridge aReading	Low/ No Risk	Some Risk	High Risk
FastBridge Early Reading	Low/ No Risk	Some Risk	High Risk
i-Ready Diagnostic	No Observed Risk	At Some Risk	At Risk
Istation	Above 40 th percentile/ At Grade Level	Between 21 st -40 th percentile/ Intervention	20 th percentile and below/ Intensive Intervention
mClass DIBELS 8th Edition	At/Above Benchmark	Below Benchmark	Well Below Benchmark/Intensive Intervention
MAP Reading Fluency	At Grade Level	Approaching Grade Level Expectations	Below Grade Level Expectations
Renaissance Star Early Literacy	At/Above Benchmark	Below Benchmark/On Watch	Intervention/Urgent Intervention
Renaissance Star Reading	At/Above Benchmark	Below Benchmark/On Watch	Intervention/Urgent Intervention