

## Reading Universal Screening

Oral Reading Fluency  
(1 minute time limit)

5 <sup>th</sup> Grade	Score	Status
Fall	ORF<81	At Risk
	ORF<104	Some Risk
	ORF>=104	Low Risk
Winter	ORF<94	At Risk
	ORF<115	Some Risk
	ORF>=115	Low Risk
Spring	ORF<103	At Risk
	ORF<124	Some Risk
	ORF>=124	Low Risk

Oral Reading Fluency  
(1 minute time limit)

6 <sup>th</sup> Grade	Score	Status
Fall	ORF<83	At Risk
	ORF<109	Some Risk
	ORF>=109	Low Risk
Winter	ORF<99	At Risk
	ORF<120	Some Risk
	ORF>=120	Low Risk
Spring	ORF<104	At Risk
	ORF<125	Some Risk
	ORF>=125	Low Risk

## Math Universal Screening

Concepts and Applications  
Universal Screener

Grade	End Year Bench mark	At risk
5	15	<5
6	15	<5

(Fuchs, Hamlett, Fuchs)

Universal Grade Level Color  
Intervention teachers

Please use the following color for each grade level.

This will create consistency if a student goes to another teacher.

Grade	Color
1	golden rod
2	peach
3	yellow
4	green
5	pink
6	lavender

# Progress Monitoring Benchmarks

For General Outcome  
Measures in Reading and  
Mathematics



SCHOOL

School

DISCLAIMER: This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education.

It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use.

It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation.

Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).

## Reading Intervention

### Reading Comprehension Progress Monitoring

Words correct per 2.5 Minutes

Grade	Benchmark	At Risk
Grade 3	No norms-Use 15	
Grade 4	20 Correct	15 or less
Grade 5	25 Correct	15 or less
Grade 6	30 Correct	15 or less

(Fuchs and Fuchs)

### Oral Fluency Progress Monitoring 1 minute-Time Limit

Grade	Oral Fluency Reading Target WCPM
1	40
2	90
3	110
4	118
5	124
6	125

**\*Monitor weekly at an appropriate level probe until student reaches benchmark average on at least three probes over a three week interval.**

**Move to next higher-level probes.**

## Math Intervention

### Math Reasoning Progress Monitoring Concepts and Applications Time Limits for Administering Probes

Grade	Time/ Minutes	Max. Score
2	8	32
3	6	47
4	6	42
5	7	32
6	7	35

(Fuchs, Hamlett, Fuchs)

### Concepts and Applications Intervention

Move to Next Level/ Dismiss  
from Intervention/ End Year Benchmark

Grade	Move to next level	Consider Dismiss	End Year BM
2	15		20
3	15		30
4	15		30
5	15	>20	15
6	15	>20	15

(Fuchs, Hamlett, Fuchs)

### Computation

Grade	Max. Score	Benchmark
2	45	20 digits
3	45	30 Digits
4	70	40 Digits
5	80	30 Digits
6	105	35 Digits

(Fuchs, Hamlett, Fuchs)

## Math Intervention Cont.

### Computation-Time Limits

Grade	Time Limit (minutes)
2	2
3	3
4	3
5	5
6	6

(Fuchs, Hamlett, Fuchs)

### Concepts and Applications

How to Identify the Level  
of Material for Monitoring Progress

1. If student's average score (based on two different probes at each grade level) is less than 10, move down another grade level
2. If the average score is between 10 and 15, reconsider using the next higher grade level probes for progress monitoring.
3. If the average score is greater than 15, reconsider using the next higher grade level probe for progress monitoring.
4. Monitor weekly at an appropriate level probe until student reaches >15 points average on at least 3 probes over a three week interval. Move to next higher-level probes.
5. When student achieves >20 on the "at" grade level probe on at least 3 probes over a three week interval consider dropping intervention.