



# Understanding the DRC BEACON Individual Student Reports



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# Understanding the DRC BEACON Student Reports

DRC BEACON presents achievement information in a meaningful, easy-to-understand way to help educators, parents/guardians, and students partner in support of student learning. This guide will provide information about student reports that can be accessed and downloaded for students in grades K–8, and is organized under these main headings:

- DRC BEACON Student Reports
- DRC BEACON Early Years Student Reports

## DRC BEACON STUDENT REPORTS



DRC BEACON is a computer-adaptive interim assessment for English language arts (ELA) and Mathematics for students in grades 3–8. Designed to be administered up to three times a year, DRC BEACON helps teachers identify student learning needs, measure progress, and achieve growth throughout the school year. DRC BEACON provides immediate insights into student performance, giving clarity on how to target instruction and make informed decisions. The computer-adaptive design allows for a precise picture of how each student is performing.

Educators can decide to administer a full ELA or Mathematics assessment, or they can elect to focus on more specific content by administering only reporting category “testlets.” These quick assessments can be used to preview student understanding of the standards or as a post-instructional check of understandings.

Student reports for DRC BEACON include the Individual Student Report (ISR) followed by the Lexile/Quantile Report (if a school district or school site has subscribed to it). Grade 3 students taking the Fluency and Oral Language Assessment (FOLA) as part of DRC BEACON Early Years will receive additional information detailing their literacy screening results (described later in this document).

## DRC BEACON Individual Student Report

The DRC BEACON ISR:

- Contains information to guide understanding of student achievement, growth, and readiness for the next level of learning.
- Provides information on performance overall and by domain, against Georgia end-of-year content standard expectations; and
- Supports formative instructional practices (FIP) in the classroom.

The ISR shows student results based on the tests and testlets (domain-specific tests) that have been administered and contribute to a composite score. The domain performance can be especially helpful as educators seek information to plan and deliver targeted instruction, as

students set goals and as parents/guardians seek to provide support. Information on the ISR can be used for discussion of the student's knowledge, skills, and readiness, and can assist in determining where to focus additional instruction.

### **DRC BEACON ISR Overview**

The DRC BEACON ISR includes four main sections:

- Scale Scores
- Student Performance
- Student Growth and Growth Adequacy
- Projected Performance to Georgia Milestones

A sample DRC BEACON ISR is shown on the next page, followed by descriptions of the main report sections.

## DRC BEACON ISR



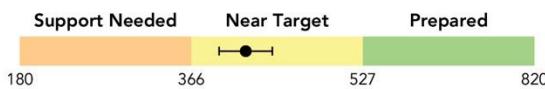
DRC BEACON provides information on student needs and measures progress throughout the year, allowing educators to target instruction and make informed decisions.

### Student Report

Name: SAMPLE STUDENT  
Student ID: 2140618254  
Birth Date: 06/18/2018

Student Grade: 5  
School: MAIN ST ELEMENTARY  
District: Fifth

#### ENGLISH LANGUAGE ARTS SCALE SCORE 417



The student's English Language Arts scale score is indicated by a ●. If this student were to test again under similar circumstances, the student's projected score would likely range from 392-442.

#### MATHEMATICS SCALE SCORE 460



The student's Mathematics scale score is indicated by a ●. If this student were to test again under similar circumstances, the student's projected score would likely range from 433-487.

#### ELA PERFORMANCE BY SUBCATEGORY

Assessment Level: Grade 4

	Date Tested	Support Needed	Near Target	Prepared
<b>Reading *</b>	12/1/2022		454	
Key Ideas and Details	12/1/2022	374		
Craft Structure/Integration of Knowledge and Ideas	12/1/2022		527	
Vocabulary Acquisition and Use	12/1/2022		468	
<b>Reading Text Types *</b>				
Literary Text	12/1/2022		431	
Informational Text	12/1/2022	399		
<b>Writing Skills</b>		384		
Text Types and Purposes	12/1/2022		527	
Conventions of Standard English	12/1/2022	348		
Research	12/1/2022	294		
<b>Listening</b>	N/A			

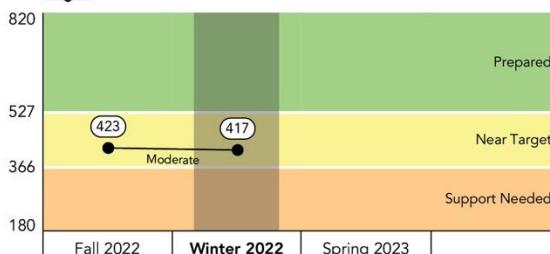
\* Each Reading question connects to a Reading subcategory in the table above, as well as to a Reading Text Type subcategory. However, each Reading question counts only one time in the student's total ELA score. An N/A = Not Assessed.

#### MATHEMATICS PERFORMANCE BY SUBCATEGORY

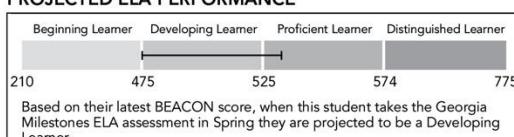
Assessment Level: Grade 4

	Date Tested	Support Needed	Near Target	Prepared
<b>Numerical Reasoning</b>	12/1/2022		512	
<b>Patterning &amp; Algebraic Reasoning</b>	12/1/2022	408		
<b>Measurement &amp; Data Reasoning</b>	12/1/2022	422		
<b>Geometric &amp; Spatial Reasoning</b>	12/1/2022	498		

#### ELA GROWTH

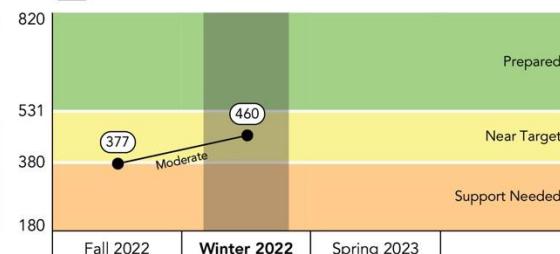


#### PROJECTED ELA PERFORMANCE

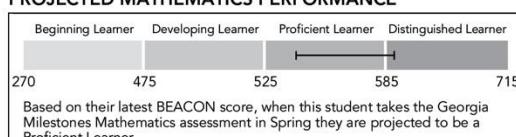


Based on their latest BEACON score, when this student takes the Georgia Milestones ELA assessment in Spring they are projected to be a Developing Learner.

#### MATHEMATICS GROWTH



#### PROJECTED MATHEMATICS PERFORMANCE



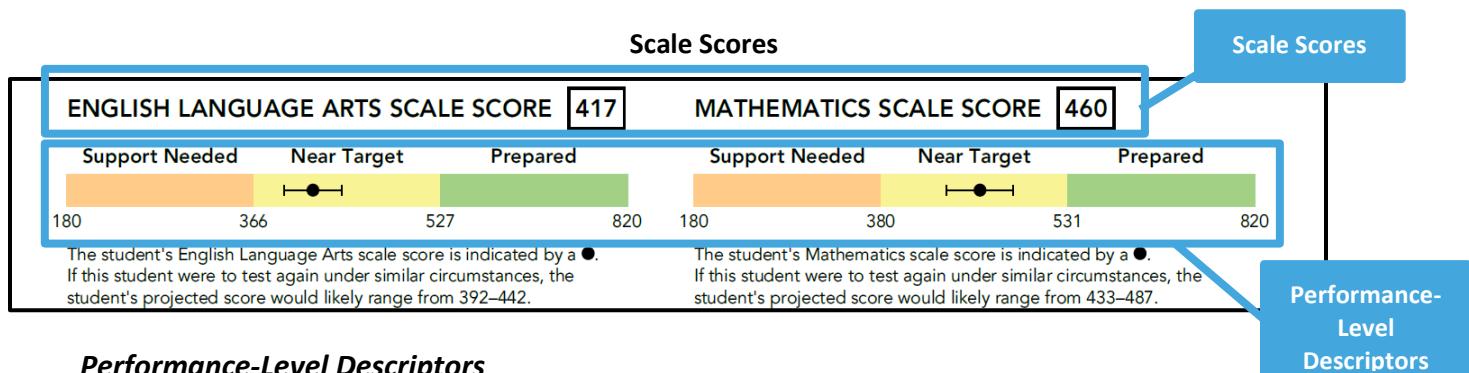
1/25/23 3:51:52 PM

## Scale Scores

Achievement on DRC BEACON is reported using scale scores based on student performance on the set of items administered to each student. Since DRC BEACON is a computer-adaptive test (CAT), it allows for greater precision across a wide range of achievement levels. Item difficulty adjusts to each student's readiness and ability and pinpoints a realistic indication of "where students are." Because the test adapts to the individual student's level, results provide relevant, individualized data in a shorter period of time.

A student's scale score reflects the difficulty of the items answered correctly and the ability of the items to differentiate between students who know the content and those who do not. Scale scores and a confidence band indicating the possible range of scores the student could have achieved are shown. Confidence bands are used to account for the fact that there is always some error in tests, and that a student's score on a particular testing occasion may be affected by factors like test conditions or the student's mindset.

Based on the scale score, the student's performance will be noted. The three performance-level descriptors are: *Support Needed*, *Near Target*, or *Prepared*. (Each performance level is described in the following section). The consistent target is end-of-the-year expectations for Georgia grade-level content standards (i.e., *On Target*). That means movement across these designations over the course of the year is expected as a result of new learning.



## Performance-Level Descriptors

Throughout the DRC BEACON ISR, the following descriptors are used as designations of student readiness and performance. In each case, a target has been set based on the expectation that all students will be prepared to meet the grade-level standards by the end of the school year.

- **Support Needed.** Students in this lowest performance level are still working to develop the knowledge and skills needed to be successful in the next grade, and they need support to gain these skills.
- **Near Target.** Students in this middle performance level likely have the knowledge and skills needed to be successful in the next grade or course.
- **Prepared.** Students in this top performance level have the knowledge and skills associated with being on track for success in the next grade or course.

## Student Performance

This section of the ISR reflects the student performance by reporting category, showing the date tested and performance designations. Students' performances may span *Support Needed*, *Near Target*, or *Prepared* against the end-of-year expectations of the Georgia content standards throughout the school year. Scale scores and confidence bands indicating the possible range of scores the student could have achieved are shown.

### Performance by Subcategory

 **ELA PERFORMANCE BY SUBCATEGORY**

Assessment Level: Grade 4

**Student Performance**

	Date Tested	Support Needed	Near Target	Prepared
<b>Reading *</b>	12/1/2022		454	
Key Ideas and Details	12/1/2022	374		
Craft Structure/Integration of Knowledge and Ideas	12/1/2022		527	
Vocabulary Acquisition and Use	12/1/2022	468		
<b>Reading Text Types *</b>				
Literary Text	12/1/2022		431	
Informational Text	12/1/2022	399		
<b>Writing Skills</b>		384		
Text Types and Purposes	12/1/2022		527	
Conventions of Standard English	12/1/2022	348		
Research	12/1/2022	294		
<b>Listening</b>	N/A			

\* Each Reading question connects to a Reading subcategory in the table above, as well as to a Reading Text Type subcategory. However, each Reading question counts only one time in the student's total ELA score. An N/A = Not Assessed.

 **MATHEMATICS PERFORMANCE BY SUBCATEGORY**

Assessment Level: Grade 4

**Student Performance**

	Date Tested	Support Needed	Near Target	Prepared
<b>Numerical Reasoning</b>	12/1/2022		512	
<b>Patterning &amp; Algebraic Reasoning</b>	12/1/2022	408		
<b>Measurement &amp; Data Reasoning</b>	12/1/2022	422		
<b>Geometric &amp; Spatial Reasoning</b>	12/1/2022		498	

## Student Growth and Growth Adequacy

Student growth on DRC BEACON is reported on the ISR as the difference in scale scores from two test administrations, since DRC BEACON is vertically scaled. For example, if a grade 6 student takes the full DRC BEACON Mathematics assessment in the fall and again in the winter, and their scores are 500 and 540 (respectively), the student growth would be 40 points. *Student growth* is different than *student achievement* since *growth* makes visible how much a student's performance has improved over time.)

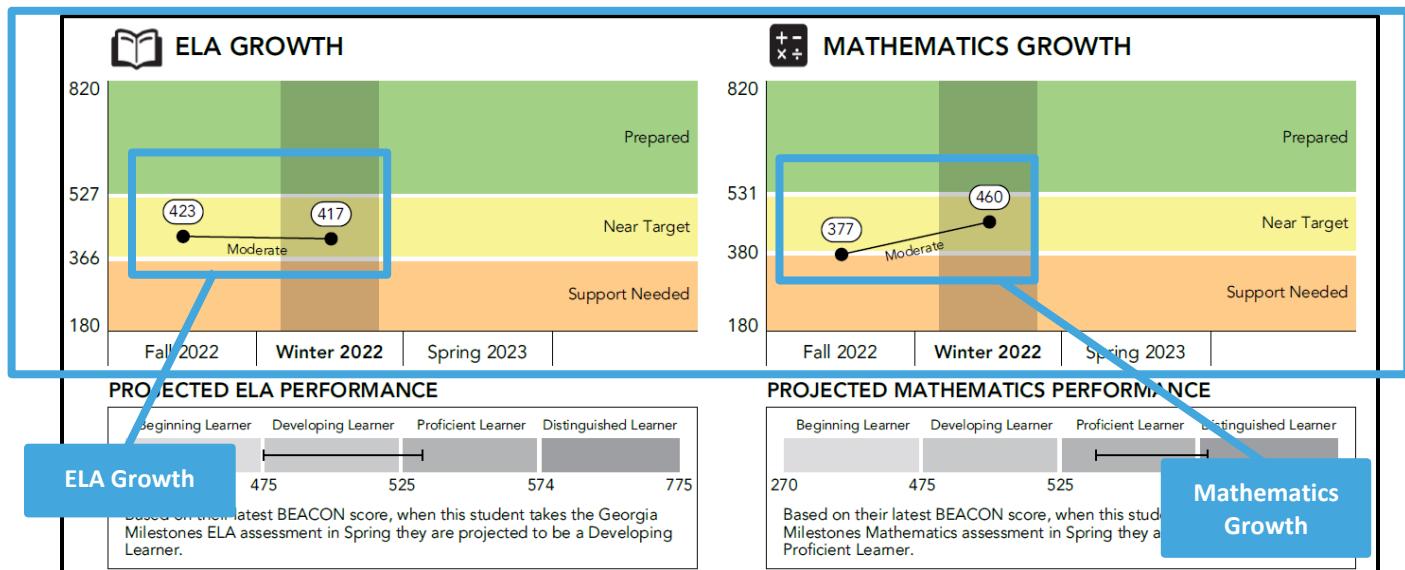
DRC BEACON also reports *growth adequacy* to provide further context for interpreting growth. Growth adequacy classifies the amount of growth over two administrations as *high*, *moderate*, or *low*.

- **High** means the student's relative position on the vertical scale is improving over time.
- **Moderate** means the student's relative position on the scale is similar over time.
- **Low** means the student's relative position on the vertical scale is getting worse.

For example, the student with 40-point growth between fall and winter would be classified as showing *moderate* growth over the two time periods. Similarly, 40 points of growth based on winter and spring administrations would also be considered showing *moderate* growth. In this example, the growth is considered as *moderate* since there are seasonally different expectations. However, 40-point growth between the fall and spring would be considered as showing *low* growth.

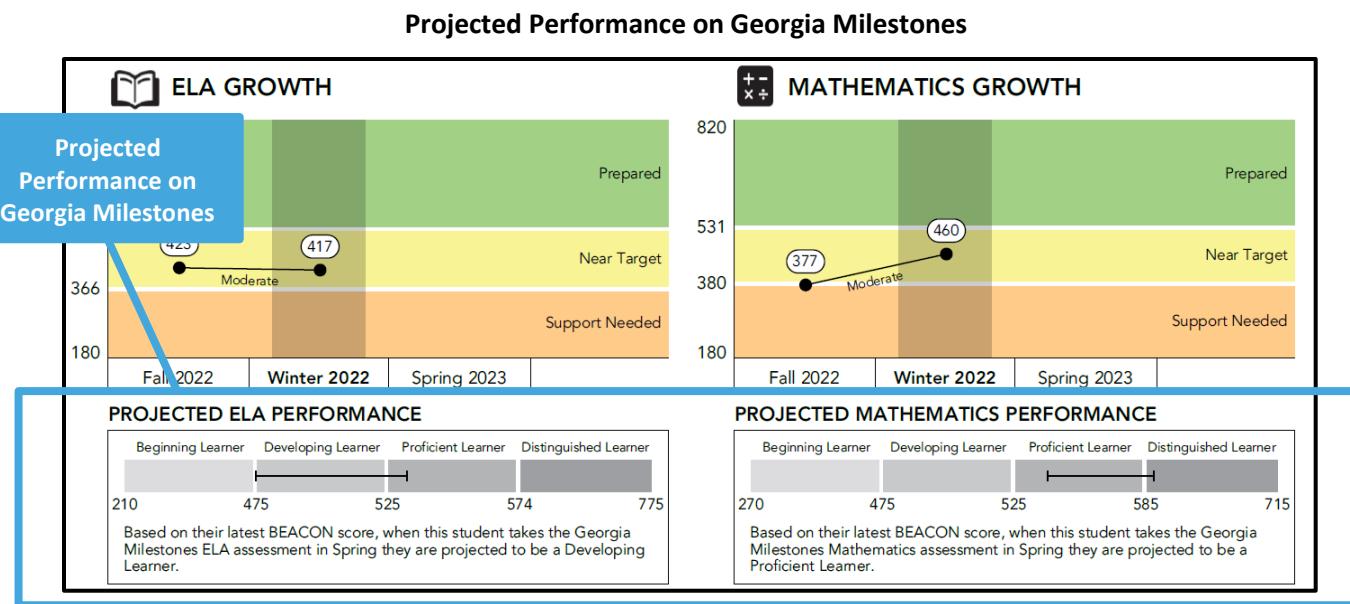
Please note that growth adequacy is not normative in that it doesn't depend on the results of other students who have taken DRC BEACON.

## Student Growth



## Projected Performance on Georgia Milestones

A student's performance on DRC BEACON allows for a statistical, predictive likelihood of each achievement level on the Georgia Milestones. This projection is shown on the ISR.



The further in advance an educator, parent, or student knows how the student is projected to perform on a test, the greater the opportunity they have to help improve the knowledge and skills associated with that score. This is why DRC predicts performance, beginning with the fall administration. This prediction uses the Georgia Milestones scale designations for the most useful alignment. Confidence bands are also shown here to indicate the possible range of scores the student could achieve.

## **Lexile/Quantile Report**

If a school district or school site has subscribed to the Lexile/Quantile Report, that report will be included as page 2 of the DRC BEACON ISR. These measures can be helpful in designing and delivering personalized instruction.

The *Lexile® Framework for Reading* (described at [Lexile.com](http://Lexile.com)) matches a student's reading ability with the difficulty of text material. Educators, parents, guardians, and students may select books specific to individual reading readiness using the Lexile range at a local library or by using the find-a-book database at [Lexile.com](http://Lexile.com). Many educators, parents, guardians, and students utilize the Lexile range to locate books for instructional/library selection or extra reading that are tailored to individual reading readiness and skills.

The *Quantile® Framework for Mathematics* (described at [Quantile.com](http://Quantile.com)) provides educators with a powerful tool to personalize math learning for students by linking assessments to instruction. A student Quantile measure helps educators and families better understand which skills and concepts your students are ready to learn so they can better personalize mathematics instruction and/or support it at home. Math concepts and skills also have Quantile measures, so it's easy to figure out which math concepts students are ready to learn next.

## Lexile/Quantile Report



### Student Report

Student Name: Anita Bentley  
Student ID #: 1988416581  
Birthdate: 03/04/2007  
Gender: Female  
Grade: 4  
School: Ashland Elem  
District: Marina Union District  
Date: 03/01/2019

#### READING

This report provides a list of books based on your child/student's performance on the DRC BEACON Reading test. The books included are within your student's recommended Lexile range, 50L above to 100L below Lexile measure and can be used to support your student's reading development.



Student's  
Lexile® Measure = xxx

#### General Interpretation

Listed below is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the DRC BEACON Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores.

Suggested Titles	Author	Lexile
If the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beaches	Rohrbach, Sophie Morrow, J.T.	720L
So You Want to be President?	St. George, Judith; Small, David	730L
A Wrinkle in Time	L'Engle, Madeleine	740L
Cuba 15	Osa, Nancy	750L
The Giver	Lowry, Lois	760L
Jumping Tree	Saldana, Rene, Jr.	770L
Rules	Lord, Cynthie	780L
The Schwa Was Here	Schusterman, Neal	790L
Roberto Clemente: Pride of the Pittsburgh Pirates	Winter, Jonah	800L
Bull Run	Fleischman, Paul	810L
Criss Cross	Perkins, Lynne Rae	820L
Evolution of Calpurnia Tate	Kelly, Jacqueline	830L
The Wanderer	Creech, Sharon	840L
The Man Who Went to the Far Side of the Moon	Schuyfert, Bea Uusma	850L

Please find additional suggested book titles at <https://hub.lexile.com/find-a-book/search>.



#### MATHEMATICS

This report provides information based on your child/student's performance on the DRC BEACON Mathematics test. It can be used to assist your student in improving mathematics skills.



Student's  
Quantile® Measure = ###

#### General Interpretation

Quantile measures provide educators and parents with information about students' readiness for further instruction in mathematics. With the help of Quantile measures, educators can identify the mathematical skills needed to target instruction with appropriate tasks and materials. Please access these tools and Quantile ranges by grade level below.

##### Resource Links

[Quantile® Math Skills Database](#) - Find aligned resources that match your state's standards

[Quantile® Teacher Assistant](#) - Differentiate student instruction based on an individual's or classroom's Quantile measure(s)

Quantile measures also help educators to communicate and engage with students and parents regarding progress in mathematics. Parents can use Quantile measures to find math activities that match their child's level. Please access this tool:

[Quantile Math@Home](#) - Find math games, worksheets and other activities to help students improve

Student has not yet completed DRC BEACON testing in both Reading and Mathematics

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## DRC BEACON EARLY YEARS STUDENT REPORTS



DRC BEACON Early Years is a computer-adaptive test in ELA and Mathematics that supports student learning and instruction in kindergarten through grade 2. DRC BEACON Early Years measures early mathematics, ELA, and foundational literacy skills. DRC BEACON Early Years is directly aligned with Georgia's state content standards *and* meets state requirements for universal reading and dyslexia screening. The ELA assessment is a component of the Georgia state literacy screening process and will be administered three times a year when a literacy or dyslexia screening profile is desired.

DRC BEACON Early Years includes:

1. Computer-adaptive assessments in ELA and Mathematics, and
2. An educator-administered Fluency and Oral Language Assessment (FOLA).

While the DRC BEACON Early Years ELA assessment is designed for students in grades K–2, DRC BEACON Early Years FOLA is designed for students in grades K–3. The grade 3 DRC BEACON ELA assessment, combined with the FOLA, meets state requirements for universal reading and dyslexia screening. Literacy Screening Profiles are available for all K–3 students.

Student reports for DRC BEACON Early Years include the DRC BEACON Early Years ISR and the FOLA Student Report and Literacy Screening Profiles. Additionally, for a grade 3 student with a Lexile/Quantile report, the student report package will include the Lexile/Quantile report after the ISR, followed by the FOLA Student Report and Literacy Screening Profiles. More differences in the report package may occur. For example, a grades K–2 student who takes only the FOLA assessments will receive only the FOLA-related score results. A student who has not completed the ELA online assessment may receive a partially completed report on the tests submitted. A Literacy Screening or Characteristics of Dyslexia profile is generated when all associated assessments have been submitted.

Additionally, score interpretation guidance for FOLA results and for Literacy Screening Profiles that provide additional interpretive details is available in the DRC INSIGHT Portal and at [www.drcbeacontraining.com](http://www.drcbeacontraining.com). These will be useful to anyone interested in understanding how each part works and how they work together.

## **DRC BEACON Early Years Individual Student Report**

The DRC BEACON Early Years ISR contains information helpful in understanding student performance, growth, and readiness in grades K–2 based on the results from the ELA and Mathematics CAT. The DRC BEACON Early Years ISR provides information on performance overall and by domain, against Georgia end-of-year content standard expectations. The DRC BEACON Early Years ISR supports formative instructional practices (FIP) in the classroom. Results from the ELA assessment meet the Georgia requirements for universal reading and dyslexia screening.

### **DRC BEACON Early Years ISR Overview**

The DRC BEACON EARLY Years ISR includes three main sections:

- Scale Scores
- Student Performance
- Student Growth

It mirrors the DRC BEACON (grades 3–8) ISR, with two exceptions:

- The DRC BEACON Early Years ISR includes growth information but does not currently show growth adequacy; however, it will be included beginning in fall of 2025.
- The DRC BEACON Early Years ISR does not show prediction to Georgia Milestones since students in grades K–2 do not take Georgia Milestones.

The DRC BEACON Early Years ISR is shown below.

## DRC BEACON Early Years ISR



**DRC BEACON Early Years** helps educators screen, determine needs, monitor progress and evaluate assessment outcomes of young learners in English Language Arts (ELA) and Mathematics.

**Student Report**

Name: SAMPLE STUDENT  
Student ID: 2140618254  
Birth Date: 06/18/2018

Student Grade: K  
School: MAIN ST ELEMENTARY  
District: Fifth

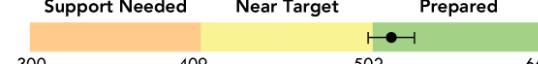
**ENGLISH LANGUAGE ARTS SCALE SCORE** 463



Support Needed      Near Target      Prepared

300      406      481      660

**MATHEMATICS SCALE SCORE** 510



Support Needed      Near Target      Prepared

300      409      502      660

The student's English Language Arts scale score is indicated by a ●. If this student were to test again under similar circumstances, the student's projected score would likely range from 443–483.

The student's Mathematics scale score is indicated by a ●. If this student were to test again under similar circumstances, the student's projected score would likely range from 492–528.

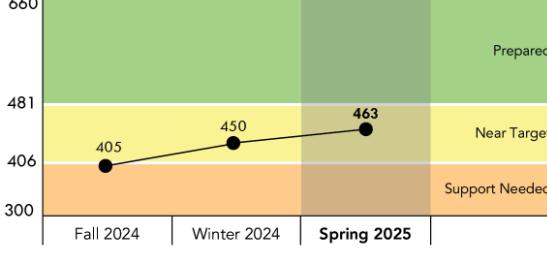
 **ELA PERFORMANCE BY SUBCATEGORY**

Assessment Level: Kindergarten	Date Tested	Support Needed	Near Target	Prepared
Foundations	MM/DD/YYYY		415	
Language	MM/DD/YYYY		462	
Text	MM/DD/YYYY		407	
Interpreting Texts (Reading and Listening)	MM/DD/YYYY			483
Constructing Texts (Writing and Creating)	MM/DD/YYYY		471	

 **MATHEMATICS PERFORMANCE BY SUBCATEGORY**

Assessment Level: Kindergarten	Date Tested	Support Needed	Near Target	Prepared
Numerical Reasoning	MM/DD/YYYY		470	
Patterning & Algebraic Reasoning	MM/DD/YYYY		503	
Measurement & Data Reasoning	MM/DD/YYYY			526
Geometric & Spatial Reasoning	MM/DD/YYYY		463	

 **ELA GROWTH**

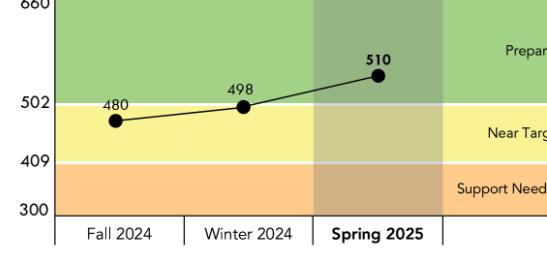


660  
481  
406  
300

Fall 2024    Winter 2024    Spring 2025

Support Needed      Near Target      Prepared

 **MATHEMATICS GROWTH**



660  
502  
409  
300

Fall 2024    Winter 2024    Spring 2025

Support Needed      Near Target      Prepared

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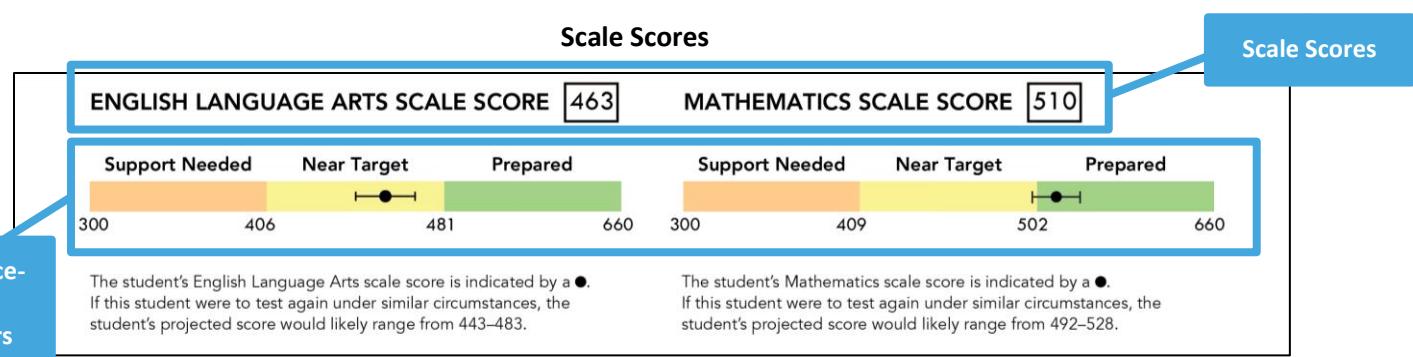
## Scale Scores

Performance on the DRC BEACON Early Years CAT is reported using scale scores based on student performance on the set of items administered to each student.

Since DRC BEACON Early Years is a CAT, it allows for greater precision across a wide range of achievement levels. Item difficulty adjusts to each student's readiness and ability and pinpoints a realistic indication of "where students are." Because the test adapts to the individual student's level, results provide relevant, individualized data in a shorter period of time.

A student's scale score reflects the difficulty of the items answered correctly and the ability of the items to differentiate between students who know the content and those who do not. Scale scores and a confidence band indicating the possible range of scores the student could have achieved are shown. Confidence bands are used to account for the fact that there is always some error in tests, and that a student's score may be affected by factors like test conditions or the student's mindset.

Based on the scale score, the student's performance will be noted. The three performance-level descriptors are: *Support Needed*, *Near Target*, or *Prepared* (described in the following subheading). It is important to understand that the consistent target is end-of-the-year expectations for Georgia grade-level content standards (i.e., *On Target*). That means that it is expected to see movement across these designations over the course of the year as a result of new learning.



## Performance-Level Descriptors

Throughout the student report, the following descriptors are used as designations of student readiness and performance. In each case, a target has been set based on the expectation that all students will be prepared to meet the grade-level standards by the end of the school year.

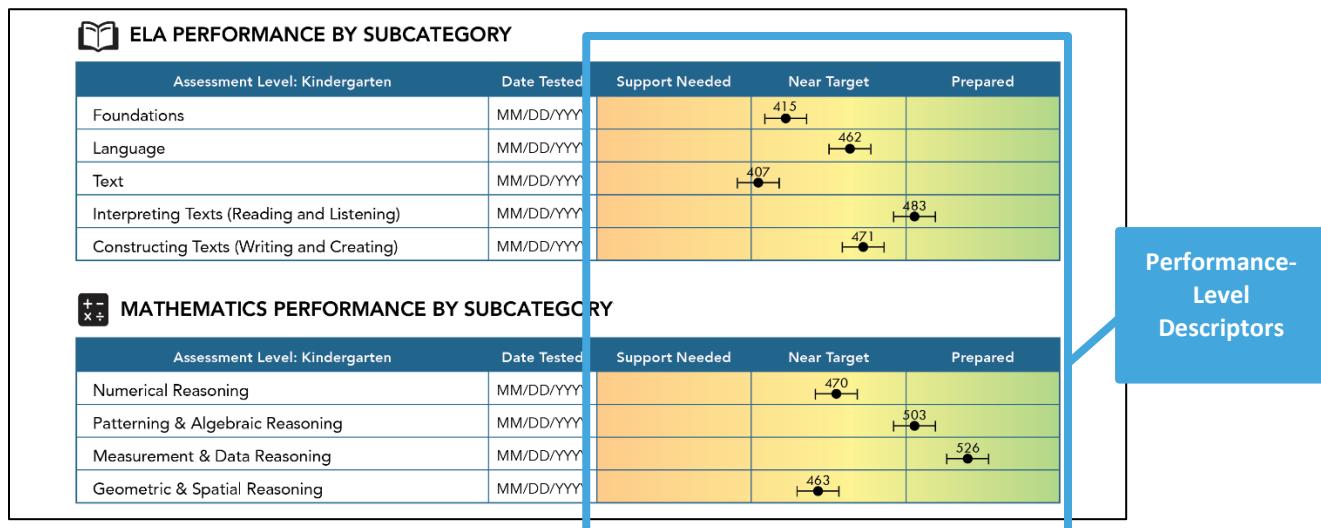
- **Support Needed.** Students in this lowest performance level are still working to develop the knowledge and skills needed to be successful in the next grade, and they need support to gain these skills.
- **Near Target.** Students in this middle performance level likely have the knowledge and skills needed to be successful in the next grade or course.

- **Prepared.** Students in this top performance level have the knowledge and skills associated with being on track for success in the next grade or course.

## Student Performance

This section of the ISR reflects the student performance by reporting category, showing the date tested and performance designations (performance-level descriptors). Students' performances may span *Support Needed*, *Near Target*, or *Prepared* against the end-of year expectations of the Georgia content standards.

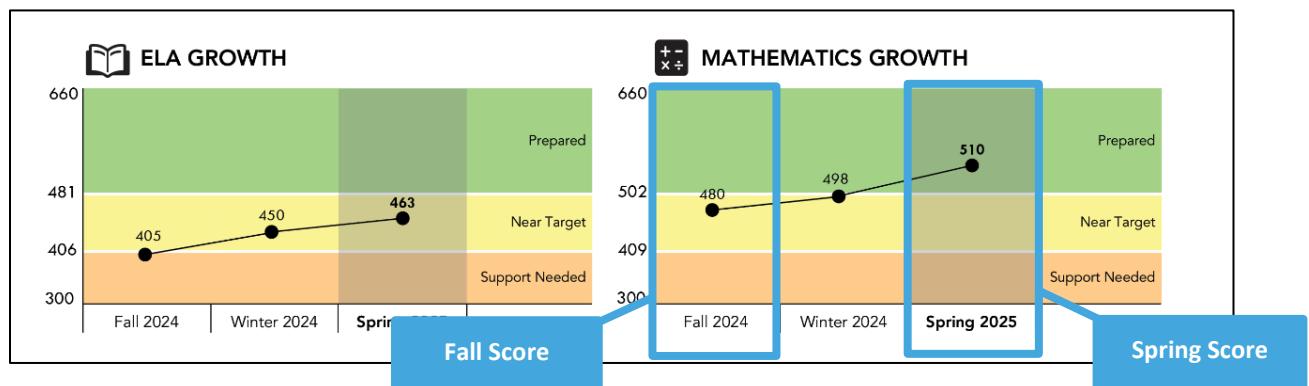
### Student Performance



## Student Growth

Student growth on DRC BEACON Early Years is reported as the difference in scale scores from two test administrations. For example, if a student takes the full DRC BEACON Mathematics assessment in the fall and again in the spring, and their scores are 480 and 510 (respectively), the student growth would be 30 points. *Student growth* is different than *student achievement* as *growth* makes visible how much a student's performance has improved over time.

### Student Growth



## **DRC BEACON Early Years FOLA Student Report and Literacy Screening Profiles**

DRC BEACON Early Years assessments also include educator-administered assessments—the Fluency and Oral Language Assessment (FOLA)—for grades K–3. The FOLA is a teacher-administered one-on-one assessment of a student’s early literacy skills that helps measure a student’s literacy development and provides concrete results to focus instruction on individual student needs.

The DRC BEACON Early Years FOLA Student Report is inclusive of the following three components:

- Phonics
- Oral Reading Fluency
- Rapid Automatized Naming (RAN)

DRC BEACON Early Years provides detailed student Literacy Screening Profiles that are based on ELA and FOLA component scores. The components that are used in these student profiles represent key indicators of early literacy development that can ultimately be used to understand whether a student may be:

- *At Risk* or *Significantly At Risk* for significant reading difficulties, or
- *At Risk* or *Significantly At Risk* for demonstrating characteristics of dyslexia.

### **FOLA Student Report and Literacy Screening Profiles Overview**

The FOLA Student Report and Literacy Screening Profiles includes two main sections:

- Student Performance across Phonics, Oral Reading Fluency, and Rapid Automatized Naming (RAN)
- Literacy Screening Profiles for Reading and Characteristics of Dyslexia

A sample FOLA Student Report and Literacy Screening Profiles are shown below, followed by descriptions of the main report sections.

## FOLA Student Report and Literacy Screening Profiles



**DRC BEACON Early Years** helps educators screen, determine needs, monitor progress and evaluate assessment outcomes of young learners in English Language Arts (ELA) and Mathematics.

### Student Report

Name: SAMPLE STUDENT  
Student ID: 2140618254  
Birth Date: 06/18/2018

Student Grade: K  
School: MAIN ST ELEMENTARY  
District: Fifth

#### A, B, C FLUENCY AND ORAL LANGUAGE ASSESSMENT

The DRC BEACON Early Years Fluency and Oral Language Assessment (FOLA) is a teacher-administered, one-on-one assessment of a student's early literacy skills. It helps measure a student's literacy development and provides concrete results to focus instruction on individual student needs. For more information, see the Fluency and Oral Language Assessment Benchmarks at [www.drcbeacontraining.com](http://www.drcbeacontraining.com).

		STUDENT PERFORMANCE		
		FALL	WINTER	SPRING
Date Tested:				
<b>PHONICS</b>				
Uppercase Letters	Names uppercase letters of the alphabet	●	○	●
Lowercase Letters	Names lowercase letters of the alphabet	○	○	●
Letter Sounds	Identifies the sounds for the letters of the alphabet	●	●	●
Vowels	Identifies the vowels in a list of letters	○	○	●
Real/Nonsense Words	Decodes real words/nonsense words	○	○	●
High Frequency Words	Reads regularly and irregularly spelled High Frequency Words	○	○	●
<b>ORAL READING FLUENCY</b>				
Reading Rate	Reads at an appropriate rate	○	○	○
Reading Accuracy	Reads accurately and clearly	○	○	○
Reading Expression	Reads with meaning, inflection, and sensitivity to punctuation	○	○	○
Reading Comprehension	Demonstrates understanding of what has been read	○	○	○
Oral Expression	Retells text and responds with varied vocabulary and syntax	○	○	○
<b>RAPID AUTOMATIZED NAMING TASK</b>		●	○	●
Quickly names familiar items, such as objects, colors, letters, or symbols.				

#### Student Performance Key

● Meets Expectations ○ Below Expectations ● Well Below Expectations ○ Not Assessed ○ Not Assessed At This Grade

#### BOOK LITERACY SCREENING PROFILES

The DRC BEACON Literacy Screener measures foundational literacy skills and identifies characteristics of dyslexia for young learners, satisfying Georgia's Universal Reading Screener (HB 538, 2023) and Dyslexia (SB 48, 2019) requirements. Educators can use this data to set and monitor literacy goals, provide instructional support, and refer students for additional assessment if necessary. Literacy Screening Profiles are provided based on a set of measures from both the English Language Arts assessment and the Fluency and Oral Language Assessment that assess various literacy skills. For more information, visit [www.drcbeacontraining.com](http://www.drcbeacontraining.com).

UNIVERSAL READING SCREENING PROFILE	CHARACTERISTICS OF DYSLEXIA SCREENING PROFILE
Universal reading screening measures a student's performance in foundational literacy skills - phonological awareness, phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, oral language, and the intersection of reading and writing - and identifies students who may be at risk for experiencing reading difficulties.	! Dyslexia screening measures a student's performance in phonological and phonemic awareness, alphabet knowledge, decoding skills, encoding skills, sound symbol recognition, and rapid naming and identifies students who may be at risk for demonstrating characteristics of dyslexia.

#### Literacy Screening Profiles Key

▲ Not at Risk ▲ At Risk ▲ Significantly At Risk

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## FOLA Student Performance

Student results for the FOLA are classified into one of three screening performance levels for each of their ELA and FOLA overall and component scores. Students may be classified as:

- *Meets Expectations,*
- *Below Expectations, or*
- *Well Below Expectations.*

Student  
Performance  
Levels

### FOLA Student Performance

#### A, B, C FLUENCY AND ORAL LANGUAGE ASSESSMENT

The DRC BEACON Early Years Fluency and Oral Language Assessment (FOLA) is a teacher-administered, one-on-one assessment of a student's early literacy skills. It helps measure a student's literacy development and provides concrete results to focus instruction on individual student needs. For more information, see the Fluency and Oral Language Assessment Benchmarks at [www.drcbeacontraining.com](http://www.drcbeacontraining.com).

		Date Tested:
PHONICS		
Uppercase Letters	Names uppercase letters of the alphabet	
Lowercase Letters	Names lowercase letters of the alphabet	
Letter Sounds	Identifies the sounds for the letters of the alphabet	
Vowels	Identifies the vowels in a list of letters	
Real/Nonsense Words	Decodes real words/nonsense words	
High Frequency Words	Reads regularly and irregularly spelled High Frequency Words	
ORAL READING FLUENCY		
Reading Rate	Reads at an appropriate rate	
Reading Accuracy	Reads accurately and clearly	
Reading Expression	Reads with meaning, inflection, and sensitivity to punctuation	
Reading Comprehension	Demonstrates understanding of what has been read	
Oral Expression	Retells text and responds with varied vocabulary and syntax	
RAPID AUTOMATIZED NAMING TASK		
Quickly names familiar items, such as objects, colors, letters, or symbols.		

STUDENT PERFORMANCE		
FALL	WINTER	SPRING
●	○	●
●	●	●
○	○	●
●	●	●
○	○	●
○	○	●
○	○	●
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
●	○	●

#### Student Performance Key

● Meets Expectations ○ Below Expectations ● Well Below Expectations ○ Not Assessed ○ Not Assessed At This Grade

## Phonics, Oral Reading Fluency, and Rapid Automated Naming

The skills listed on the FOLA Student Report are foundational to becoming a successful reader. Additionally, Georgia state screening requirements are met in assessing these skills through the DRC BEACON Early Years FOLA, in combination with the ELA scores from the CAT. Both the CAT and the FOLA must be completed to receive a Literacy Screening Profile.

		STUDENT PERFORMANCE		
		FALL	WINTER	SPRING
PHONICS	Date Tested			
Uppercase Letters	Names uppercase letters of the alphabet			
Lowercase Letters	Names lowercase letters of the alphabet			
Letter Sounds	Identifies the sounds for the letters of the alphabet			
Vowels	Identifies the vowels in a list of letters			
Real/Nonsense Words	Decodes real words/nonsense words			
High Frequency Words	Reads regularly and irregularly spelled High Frequency Words			
ORAL READING FLUENCY				
Reading Rate	Reads at an appropriate rate			
Reading Accuracy	Reads accurately and clearly			
Reading Expression	Reads with meaning, inflection, and sensitivity to punctuation			
Reading Comprehension	Demonstrates understanding of what has been read			
Oral Expression	Retells text and responds with varied vocabulary and syntax			
RAPID AUTOMATIZED NAMING TASK	Quickly names familiar items, such as objects, colors, letters, or symbols.			

**Phonics, Oral Reading Fluency, and Rapid Automated Naming Task Skills**

## Student Performance Key

When a skill has been fully assessed, a test date and a performance indicator will be shown.

Student Performance Key					
● Meets Expectations	● Below Expectations	● Well Below Expectations	○ Not Assessed	○ Not Assessed At This Grade	

- A green bubble represents *Meets Expectations* ●
- A yellow bubble represents *Below Expectations* ●
- An orange bubble represents *Well Below Expectations* ●

When a skill has not been assessed, the below performance indicators will be provided.

- *Not Assessed* ○
- *Not Assessed At This Grade* ○

Students who *Meet Expectations* are defined as performing according to grade expectations, which means they are performing in the *Near Target* or *Prepared* performance levels for their current grade. Students who are *Below Expectations* are defined as performing up to one grade below their on-grade expectations. Students who are *Well Below Expectations* are defined as performing more than one grade below their on-grade expectations.

Local multi-tiered system of supports (MTSS) processes are important in the application of this information. Educators seeking additional teaching activities as they personalize student instruction will find that classroom supports materials and DRC BEACON Instructional Strategies (BEIS) are both available in the DRC INSIGHT Portal. Student goal setting plans are also available as educators, parents, guardians, and students work together to utilize the screening results.

### **Literacy Screening Profiles**

Student profile results in universal reading screening and in the characteristics of dyslexia screening are characterized by student performance levels that suggest they are *Not At Risk*, *At Risk*, or *Significantly At Risk* for experiencing reading difficulties or for exhibiting the characteristics of dyslexia.

- A green triangle represents *Not at Risk* 
- A yellow triangle represents *At Risk* 
- An orange triangle represents *Significantly At Risk* 

 <b>LITERACY SCREENING PROFILES</b>	
The DRC BEACON Literacy Screener measures foundational literacy skills and identifies characteristics of dyslexia for young learners, satisfying Georgia's Universal Reading Screener (HB 538, 2023) and Dyslexia (SB 48, 2019) requirements. Educators can use this data to set and monitor literacy goals, provide instructional support, and refer students for additional assessment if necessary. Literacy Screening Profiles are provided based on a set of measures from both the English Language Arts assessment and the Fluency and Oral Language Assessment that assess various literacy skills. For more information, visit <a href="http://www.drcbeacontraining.com">www.drcbeacontraining.com</a> .	
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<b>Literacy Screening Profiles Key</b>	
 Not at Risk  At Risk  Significantly At Risk	

A result that suggests a student is *At Risk* or *Significantly At Risk* for experiencing difficulty reading means that the student's score is within the range of scores determined to demonstrate a lack of proficiency in foundational literacy skills. In addition to locally adopted curricula, classroom support materials and DRC BEACON Instructional Strategies (BEIS) are both available to educators in the DRC INSIGHT Portal to assist in the design and delivery of targeted instruction.

Universal screening results provide information about a child's development and learning and can help inform decision making, including whether more clinical testing for specific services is a reasonable next step as part of a local district's MTSS plan.

## USING RESULTS

When reviewing student achievement results on DRC BEACON and DRC BEACON Early Years, it is important to note that test results represent performance in any area at only one particular time and should be reviewed together with the student's actual classroom work and other factors. Every test taken will reveal valuable information about student progress as well as needs; however, information produced by testing is only one of the many variables that contribute to a student's academic portfolio.

## ACCESSING REPORTS

Educators will find the DRC BEACON and DRC BEACON Early Years ISRs in the Reporting Services link within the DRC INSIGHT Portal. Navigating to Batch Download will allow educators to locate and print a single student ISR or a group of ISRs. ISRs can be printed in color or in black and white.

## MORE INFORMATION

To learn more about DRC BEACON and DRC BEACON Early Years, please visit [www.drcbeacontraining.com](http://www.drcbeacontraining.com) where you can find additional information on the assessment, including interpretative and technical documentation like the DRC BEACON Technical Report which includes details regarding how the performance bands were established, and for score ranges. Educators will also have access to Reporting Services in the DRC INSIGHT Portal where additional, interactive reporting tools can be found. Additional information regarding the interactive reports is also found at the DRC BEACON site above.