

Benchmark Assessment System Toolkit

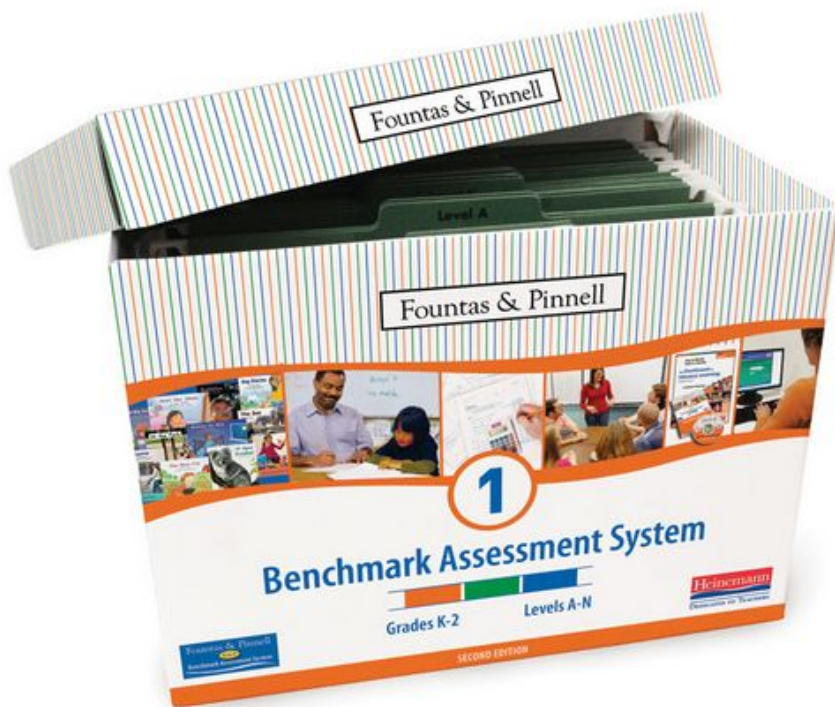


Table of Content

BAS Protocol.....	1
Assessment at a Glance.....	5
Guidelines.....	6
Where to Start.....	7
Scoring at a Glance.....	10
Coding.....	11
Comprehension Rubrics.....	13
Finding Instructional Level.....	16
Fluency.....	18
Level Expectations.....	20
Forms.....	22
Illuminate Entry.....	24

**Fountas & Pinnell Reading
Benchmark Assessment System (BAS)
Procedures Grades TK-2**

PURPOSE:

The BAS is a standards based assessment tool to assist the classroom teacher in the diagnosis and prescription of individual student needs as they relate to reading instruction. The assessment is to be administered by the credentialed teacher with primary responsibility for a student's reading instruction.

TEST ADMINISTRATION:

The BAS will be used as a district benchmark assessment at three identified cut points during the school year. The window for assessing begins the first day of each trimester and ends on the identified reporting date. The BAS is the English Language Arts District Benchmark Assessment for grades TK-2. This assessment is a tool for guiding instruction and to ensure that all students are being monitored for reading progress and receiving challenging instruction to meet their needs.

The Benchmark Assessment is administered as a one-on-one, student-teacher assessment.

For consistency and standardization districtwide, the following assessment procedures should be followed by all administrators, teachers, Intervention TOSAs, and Ed Specialists:

- The assessment system is not a curriculum to teach prior to assessing students, as it will skew the data. The assessment texts are strictly to assess students at a given level to determine reading strategies and skills that are in place and guide teacher instruction.
- Use of the Second Edition **revised** recording forms provided by the VUSD Print Shop
- Use of the book introduction that is provided on the recording form and/or the bottom of the assessment text, without alteration in any way.
- As a classroom teacher using the assessment results to inform instruction, **it is vital** to assess for an independent, instructional, and hard level.
- Alternate between nonfiction and fiction assessment texts as a student moves up or down in levels to determine independent, instructional and hard levels. The fiction and non-fiction texts are equivalent at each level. **Both genres should NOT be used as an alternative text at the same level in order to advance students.**
- **Use the Revised Third Edition Comprehension Rubric (attached)** in place of the Second Edition scoring key provided in the assessment kit. Comprehension is a critical component for student reading success, and careful consideration of the rubric descriptors should take place before advancing a student to a higher level.

- When a student's assessment has met the grade level trimester expectation, continue to assess the student reading level **up to one year ahead**. Assessment Administrator may choose to continue assessing to the maximum level of instruction.

Where to Start Word Test

Each TK-2 student will be assessed at his/her reading ability level as determined by administering the *Where to Start Word Test* and/or scores provided from the previous school year. The Where to Start Word test is only a tool to assist in determining a level to start assessing students. The intention is NOT a list of words for instruction. The instructions and recording form for **these tools are included** in this document.

Scoring and Analysis

The established guidelines for scoring should be followed with each assessment using the total errors and self-corrections to determine the **accuracy score**. Students scoring below 90% accuracy on level A-K or below 95% accuracy on levels L-Z should be taken into consideration when continuing the assessment and/or scored as their hard level. Independent, Instructional and hard level of reading should be determined by the combination of accuracy and comprehension scores and using the *Key for Determining Independent, Instructional, and Hard Levels (attached)*.

The purpose of the **comprehension portion** of the assessment is to gain behavioral evidence of the student's understanding of the text. The comprehension portion of the assessment is meant to be conducted as a conversation and a student's thinking about the text. Be careful to not ask leading questions. The comprehension conversation should be scored using the *Rubric for Scoring the Comprehension Conversation in Levels A-K and L-Z* (Third Edition attached) using the descriptors for within, beyond and about the text for each level. In Levels L-Z students are asked to articulate the "deeper message" of the text. These are ideas that reach beyond the text to a greater, global message.

Fluency is another component of the assessment that assists teachers in determining a student's classroom instruction. Fluency can be scored using the SIX Dimensions of Fluency Rubric (Third Edition attached).

Use of the Fluency Score: Remember that on an instructional-level text, it is appropriate that the reader may slow down to problem solve and then speed up again. Typically, **a reader demonstrates fluency and phrasing (score of 3) on easier texts. On more challenging texts,** the same reader may slow down for problem solving but become more fluent on easier stretches of the text **(score of 2). On texts that are too hard for the reader,** the process breaks down so that it sounds dysfluent most of the time **(score of 1).**

Your diagnoses of a reader's fluency, viewed in conjunction with accuracy and comprehension scores should inform your instruction. **Think about the reading as a whole, and make a judgement as to the extent it was fluent and phrased.**

Grade Level Expectations

VUSD has adopted the *Fountas and Pinnell Instructional Level Expectations for Reading (attached)* for determining the **grade level expectations** for each trimester.

English Language Learners

Apply the same standards as with native English speakers. Observation during the assessment will be key in determining proficiency. ELL's will almost always understand more than they can explain in English. However, do not make assumptions and give a higher comprehension score than is demonstrated.

Resources for Administering

Included in this procedural information related to the assessment are:

1. *Assessment at a Glance,*
2. *Guidelines for Standardizing the Comprehension Conversation,*
3. *Where to Start Word Test Procedures and Individual Record Sheets,*
4. *Scoring and Analysis at-a-Glance with the Key for determining Independent/Instructional/Hard Levels included,*
5. *Coding Errors and Self-Corrections in Oral Reading,*
6. *Rubric for Scoring the Comprehension Conversation in Levels A-K and L-Z,*
7. *Grid for Determining Independent/Instructional/Hard Levels,*
8. *Finding an Instructional Level When the Numbers Don't Line Up Perfectly*
9. *Six Dimensions of Assessing Fluency and Rubric,*
10. *Instructional Level Expectations for Reading(all Third Editions attached).*
11. *Class Summary Form*
12. *Student Summary Form*
13. *Instructions for Fountas and Pinnell Data Entry to Illuminate*

Reporting Data

- Reporting exact student data is critical in ensuring baseline data and to support school and district needs related to English Language Arts, as well as provide targeted instruction to the students.

- Report student progress in Illuminate, including students with **No Instructional Level (below Level A)**. **Use the No Instructional Level drop down ONLY for students below A.** If you have a student with NO Instructional Level but do have an Independent and Hard level, the Independent level will be reported as the Instructional level. In this situation, refer to the Second Edition Assessment Guide page 45 and use *Figure 3.8: Finding an Instructional Level When the Numbers Don't Line Up Perfectly*. **Students who have remained at the same instructional level for two trimesters (ie; have not made growth in the form of advancing to the next reading level), should be entered as the same instructional level as previous trimester.**
- Teachers will *report the instructional level accuracy percentage, fluency score, and the comprehension scores for each of the strategic action components (within, beyond and about) on Illuminate*. Instructions for data entry is attached.

Monitoring Progress

Sites are responsible for recording progress using the provided student folders for Longitudinal Record of Reading Progress. The student's Trimester Benchmark instructional level should be plotted and distributed to the following school year's teacher. Additional folders are available through the VUSD Print Shop.

For each TK-2 student, ALL the third trimester BAS assessment reading records should be filed in the folder and passed to the assigned teacher for the following year. In addition, for any at risk students, each trimester BAS assessment reading record should be filed in the folder and passed to the assigned teacher for the next year.

Optional summary forms are included in this packet: *Student Summary Form and Class Summary Form*. These may be utilized by classroom teachers, Intervention TOSAs or ED Specialists for records of progress.

ASSESSMENT MAINTENANCE:

The Benchmark Assessment Systems (BAS) are barcoded and assigned to TK-2 teachers during their assessment training in the name of the school site. If a teacher relocates to a VUSD site, the BAS kit stays at the site they are leaving and the new site will assign a kit from their site and/or order a replacement kit through the Curriculum Department. Replacement materials that are lost or damaged for existing kits are the responsibility of the site.

PRINTING MATERIALS:

All site office secretaries/clerks have access to the BAS documents for printing. Those that have a BAS Second Edition Kit 1 or 2 will need to order recording sheets (running records)

labeled **BAS Second Edition Updated**. Those that have the BAS Third Edition will use the online resources to upload recording sheets (running records) to PRISMA (printing system).

REFERRED TO ATTACHED DOCUMENTS: All referred to attached documents can be located on the TOSA web sites. Go to VUSD web page>For staff>Curriculum Support>TOSA Portal>Choose Grade>Click on TOSA Website Login. Username and password for each page is VUSD+the grade
(ex: Kinder=VUSDk, first grade=VUSD 1, etc.)

Revised 8/2/18

Assessment at-a-Glance

Preparation

Materials

- ▶ Benchmark Books
- ▶ Recording Forms
- ▶ Student Writing Materials
- ▶ F&P Calculator/Stopwatch
- ▶ Assessment Summary Form

Administration

1. **Record** student information on the Recording Form.
2. Read the **title** and the **introduction** to the student.
3. Start the **timer** (Start Time) on the calculator. *
4. Have the student start **reading orally**.
5. **Code** the reading behavior on the form.
6. Stop the **timer** (End Time) on the calculator and record the time on the form. *
7. Enter number of **running words (RW)**, **errors (#Errors)**, and **self-corrections (#SC)** on the calculator.
8. Make brief notes about **fluency** and/or circle a fluency rating.
9. Have a **conversation** with the student about the text. Use prompts as needed and score each area.
10. Press buttons (**Accur. %, SC, WPM**) to obtain and record scores.
11. Repeat the process until you have determined **independent, instructional**, and **hard** text levels.
12. **Record** the results on the Assessment Summary Form.

* Only if calculating rate, recommended at Level J and above.

Before

- Be sure you have read the text and thought about the information in the book. If you know the text well, it will be easier to facilitate the comprehension conversation. (The text characteristics listed in Appendix A for each *Benchmark Assessment* book will help here.)
- Read the key understandings and prompts prior to the assessment so you are familiar with them. You do not need to use every prompt with each student.
- Familiarize yourself with the Rubrics for Scoring the Comprehension Conversation.
- Explain to students beforehand that you are going to be meeting with each one of them to listen to them read so that you will be able to help them as readers. Explain that you will ask them to read a short book and then you want them to share their thinking about what they read.

During

- Use an encouraging tone when inviting the reader to talk more.
- Remember to give wait time, especially with English language learners, rather than jumping in to ask the question again or leading the student to an answer.
- Be concise in the language of your prompts. This helps you avoid leading questions.
- When the student has indicated some knowledge of an answer but uses only one or two words in a superficial way, you can say: “Say more about that.” Or, “talk more about that.” But use these only once.
- If the student is simply parroting sentences from the text (or reading them), it does show that she knows where to find evidence; however, the student needs to be able to articulate understandings independently. Say, “Can you say that in your own words?”
- Avoid repeating what the student says.
- Be careful not to answer questions yourself. For example, “Is that why the boy was sad?” Or, “That must be why he picked that cat.”
- You may have to repeat a question or prompt, but avoid it unless necessary. Repeating a question several times can confuse the student or become a “lead” to an answer.
- You should paraphrase a prompt only once. Doing so multiple times may lead or confuse the student.
- Although one paraphrasing of a prompt or question is allowed to help the student understand the question, avoid asking a question in a way that “gives” the answer. A “leading question” might be: “And how do these adaptations help this animal?” Also, be careful not to change the intention of the prompt or question. For example, a question like “what do you think the writer’s message is?” will elicit a different response from “what do you think the writer’s message is about camels and the desert?” (The writer’s message may be a bigger idea such as appreciating nature or understanding how animals are adapted to survive.)
- Avoid directing the student to a particular part of the book to answer a question unless prompted to ask the student to examine an illustration or graphic. For example, “You can try the glossary if you don’t know the meaning.”
- Allow the student to look back in the text *if she initiates it*. If the student starts to read the book again, stop her by saying, “Can you talk about that in your own words?”

Where-to-Start Word Test

Description Students read a leveled word list.

You Need

- ▶ The Where-to-Start Word List
- ▶ The Where-to-Start Chart to determine the level at which to start Benchmark Assessment
- ▶ Where-to-Start Individual Record form

Why Use It

If you do not have or are not confident about reading performance information about a child, this quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

How to Use It

- ▶ Ask the student to read the list for the level below his/her grade level (e.g., kindergarteners and first graders should begin with the **Beginning** list, second graders with **List 1**, fourth graders with **List 3**, etc.).
- ▶ *"I want you to read some words. When you come to a hard word, try it. If you cannot read it, go on to the next word. I'll be making notes while you read. Start here."*
- ▶ Place a card under the first word in the appropriate word list. Have the child move the card down the list as he reads. If the student spends too much time on a word (more than 5 seconds), say *"Read the next one."*
- ▶ As the student reads, score and record word reading on a copy of the list:
 1. Check each word read accurately, including correct guesses, self-corrected readings, and accepted local variations in pronunciation.
 2. Write incorrect responses next to each word. If word not attempted, leave the space blank.
 3. Score as errors words that the student
 - cannot read
 - substitutes with another word or other sounds
 - says several different ways and is uncertain of the correct pronunciation
 - reads incompletely (*bed* instead of *beds*) or adds sounds to (*plays* instead of *play*)
 4. Do not prompt, coach, or ask the student to repeat a word (unless you could not hear it).
 5. Record the number of words read accurately at the bottom of each list.

If the child reads 19 to 20 words on a list correctly, then go to the next list. If a child reads fewer than 19 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

Where-to-Start Chart

Number Correct	Beginning List	List 1	List 2	List 3	List 4
0–5	A	A	E	I	M
6–10	A	B	F	J	M
11–15	A	C	G	K	N
16–18	B	D	H	L	N
19–20	Go to List 1	Go to List 2	Go to List 3	Go to List 4	N

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Beginning		List 1		List 2	
me		jump		want	
I		here		friend	
can		little		puppy	
to		went		basket	
my		has		could	
we		girl		dark	
in		will		down	
like		have		road	
it		ball		plant	
up		make		away	
mom		play		morning	
the		was		three	
and		bike		cool	
he		with		drop	
look		they		grass	
is		this		when	
see		bed		first	
come		feet		train	
get		one		queen	
at		said		scream	
	/20		/20		/20

Where-to-Start Word Test—Individual Record

Name _____ Date _____

List 3		List 4	
plate		silence	
year		serious	
noise		nature	
under		station	
twisted		graceful	
giant		heavy	
knives		against	
what		excuse	
around		traffic	
because		reward	
forest		plastic	
once		ocean	
scramble		perform	
again		delicious	
careful		pebble	
breakfast		understood	
batter		destiny	
suddenly		future	
badge		anger	
village		honey	
	/20		/20

Scoring and Analysis at-a-Glance

Score Part I Oral Reading on the Recording Form

- 1. Accuracy Rate** Circle the number of errors to determine the percent of words read correctly.
- 2. Self-Correction Ratio** Calculate the self-correction ratio.
(Number of errors + Number of self-corrections) ÷ Number of self-corrections = 1: _____
- 3. Fluency Score** Circle a score.
- 4. Reading Rate** Record or calculate the words per minute (WPM) read. (Number of running words [RW] x 60) ÷ number of timed seconds read = WPM

Score Part II Comprehension Conversation on the Recording Form

- 5.** Assign points in each category (Within, Beyond, About the Text).
- 6.** Add the category scores and circle the final evaluation in the Guide to Total Score box.

Score Part III Writing About Reading (optional) on the Recording Form

- 7.** Circle the appropriate score on the scoring key.

Complete the Assessment Summary

- 8.** Transfer data from the Recording Form to the Assessment Summary Form.
- 9.** Determine two benchmark levels and write them in the box in the upper right corner of the Assessment Summary Form.*
- 10.** Review accuracy, use of sources of information, problem solving, self-correction ratio, fluency, and comprehension to determine the Recommended Placement Level.
- 11.** Use the Guide for Observing and Noting Reading Behaviors (in the *Assessment Guide*, the *Assessment Forms* book and Online Resources) to make additional comments, and make notes about instructional implications at the bottom of the Assessment Summary Form.

*Key for Determining Independent/Instructional/Hard Levels

		Comprehension Score			
Accuracy Score	Levels A–K	Proficient (5–6)	Approaching Proficiency (4)	Limited Proficiency (3)	Not Proficient (0–2)
		Independent	Independent	Instructional	Hard
	95–100%	Independent	Independent	Instructional	Hard
	90–94%	Instructional	Instructional	Hard	Hard
	Below 90%	Hard	Hard	Hard	Hard


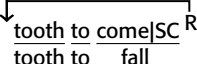
		Comprehension Score			
Accuracy Score	Levels L–Z	Proficient (8–9)	Approaching Proficiency (6–7)	Limited Proficiency (4–5)	Not Proficient (0–3)
		Independent	Independent	Instructional	Hard
	98–100%	Independent	Independent	Instructional	Hard
	95–97%	Instructional	Instructional	Hard	Hard
	Below 95%	Hard	Hard	Hard	Hard

Coding and Scoring at-a-Glance

Behavior	What the Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Place check (✓) above word or do not mark.	no mark or $\frac{\checkmark}{\text{Kate}}$		No error
Substitution	Gives an incorrect response	Write the substituted word above the word.	$\frac{\text{her}}{\text{Kate's}}$	Substitution, not corrected Substitution, self-corrected (SC)	1 error No error; 1 SC
Multiple Substitutions	Makes several attempts at a word	Write each of the substitutions in sequence above the word.	$\frac{\text{little} \text{some} \text{him}}{\text{his}}$ $\frac{\text{touch} \text{teeth} \text{SC}}{\text{tooth}}$ $\frac{\text{to} \text{touch} \text{teeth}}{\text{tooth}}$ $\frac{\text{Kathy} \text{Kelly}}{\text{Kate}}$ $\frac{\text{It's}}{\text{It is}} \quad \frac{\text{Do not}}{\text{Don't}}$	Multiple substitutions, not corrected Multiple substitutions, self-corrected (SC) Multiple misreadings of the same word not corrected Multiple misreadings of names and proper nouns Misreading contractions (reads contraction as two words or two words as contraction)	1 error for each incorrect word in text No error; 1 SC 1 error for each incorrect word in text 1 error first time missed; no errors after that 1 error each time
Self-correction	Corrects a previous error	Write the error over the word, followed by SC.	$\frac{\text{teeth} \text{SC}}{\text{tooth}}$		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a carat (^).	loose \wedge		1 error per word inserted
Omission	Gives no response to a word	Place a dash (–) above the word.	$\frac{-}{\text{Very}}$	Skipping a word Skipping a line	1 error per word 1 error per word
Repetition	Reads the same word again	Write R above the word.	R		No error

Coding system developed by Marie Clay as part of the Running Record system in An Observation Survey of Early Literacy Achievement, Revised Third Edition, 2013. Heinemann.

Coding and Scoring at-a-Glance (continued)

Behavior	What the Reader Does	How to Code	Example	How to Score	
Repeated Repetitions	Reads the same word more than once	Write R above the word for the first repetition and then write a number for the additional repetitions.	R ₂ R ₃		No error
Rereading	Returns to the beginning of sentence or phrase to read again Rereads and self-corrects	Write R with an arrow back to the place where rereading began. Write R with an arrow back to the place where rereading began and SC at point of self-correction	 		No error No error; 1 SC
Appeal	Verbally asks for help	Write A above the word.	$\frac{A}{\text{very}}$	Follow up with "You try it."	No error
"You Try It"	The child appeals, the teacher responds with "You try it."	Write Y after the word.	$\frac{A}{\text{very}} \mid Y$	"You try it" followed by correct word "You try it" followed by omission, incorrect word, or Told	No error 1 error
Told	Child doesn't attempt word even after "You try it."	Write T after the word or the Y.	$\frac{A}{\text{very}} \mid Y \mid T$ $\frac{A}{\text{very}} \mid T$		1 error
Spelling Aloud	Child spells the word by saying the names of letters	Write the letters in all capital letters.	$\frac{B-U-T}{\text{But}}$	Spelling followed by correct word Spelling followed by incorrect word	No error 1 error
Sounding Out	Child makes the sounds associated with the letters in the word	Write the letters in lowercase with hyphens between them.	$\frac{n-o-t}{\text{not}}$ $\frac{l-o-s}{\text{loose}} \mid \text{lose}$ $\frac{f-}{\text{come}} \mid \text{SC}$	"Sounding out" followed by correct word "Sounding out" followed by incorrect word Sounding the first letter incorrectly and then saying the word correctly	No error; no SC 1 error No error; 1 SC

Coding system developed by Marie Clay as part of the Running Record system in An Observation Survey of Early Literacy Achievement, Revised Third Edition, 2013. Heinemann.

Use this rubric in conjunction with the recording form for each book in order to determine a student's comprehension score.

For further details regarding the behaviors in this rubric, see *The Fountas & Pinnell Literacy Continuum* (Fountas & Pinnell, Heinemann 2017).

Score	Within the Text	Beyond and About the Text
3 Proficient	<p>For Fiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all the important events in the story. Levels E-K: Communicates most of the important events in the story, including the problem, solution, and characters. <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates all the important ideas and information explicitly stated in the text. Levels E-K: Communicates most of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. <p><i>No teaching is needed to help the student think within the text at this level.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Consistently makes inferences about meaning based on the illustrations and/or text and provides evidence. Levels E-K: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. Consistently makes connections between the content and personal experiences or other texts. <p><i>No teaching is needed to help the student think beyond and about the text at this level.</i></p>
2 Approaching Proficiency	<p>For Fiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates many of the important events in the story. Levels E-K: Communicates many of the important events in the story, including the problem, solution, and characters. <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates many of the important ideas and much of the information explicitly stated in the text. Levels E-K: Communicates many of the important ideas and much of the information explicitly stated in the text, including steps in a process or events in order when appropriate. <p><i>Some teaching is needed to help the student think within the text at this level.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Makes some inferences about meaning based on the illustrations and/or text and provides evidence. Levels E-K: Makes some inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence. Makes some connections between the content and personal experiences or other texts. <p><i>Some teaching is needed to help the student think beyond and about the text at this level.</i></p>
1 Limited Proficiency	<p>For Fiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates a few of the important events in the story. Levels E-K: Communicates a few of the important events in the story, including the problem, solution, and characters. <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Communicates a few of the important ideas and information explicitly stated in the text. Levels E-K: Communicates a few of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. <p><i>Intensive teaching is needed to help the student think within the text at this level. Teaching will be successful only if accuracy meets the criterion and the score for thinking beyond and about the text is at least a 2.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Makes a few inferences about meaning based on the illustrations and/or text and provides some evidence. Levels E-K: Makes a few inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides some evidence. Makes a few connections between the content and personal experiences or other texts. <p><i>Intensive teaching is needed to help the student think beyond and about the text at this level. Teaching will be successful only if accuracy meets the criterion and the score for thinking within the text is at least a 2.</i></p>
0 Not Proficient	<p>For Fiction</p> <ul style="list-style-type: none"> Does not communicate the important events in the story. <p>For Nonfiction</p> <ul style="list-style-type: none"> Does not communicate the important ideas and information explicitly stated in the text. <p><i>Teaching will be successful only if accuracy meets the criterion and the score for thinking beyond and about the text is a 3.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Levels A-D: Does not make inferences about meaning based on the illustrations and/or text. Levels E-K: Does not make inferences about meaning based on the text and illustrations. Does not make connections between the content and personal experiences or other texts. <p><i>Teaching will be successful only if accuracy meets the criterion and the score for thinking within the text is a 3.</i></p>

Rubric for Scoring the Comprehension Conversation in Levels L–Z

Use this rubric in conjunction with the recording form for each book in order to determine a student's comprehension score.

For further details regarding the behaviors in this rubric, see *The Fountas & Pinnell Literacy Continuum* (Fountas & Pinnell, Heinemann 2017).

Score	Within the Text	Beyond the Text	About the Text
3 Proficient	<p>For Fiction</p> <ul style="list-style-type: none"> Levels L-N: Communicates most of the important events in the story, including the problem, solution, and characters. Levels O-Z: Communicates the important ideas and events in the form of a well-organized summary that includes the key story elements (setting, characters, problem, resolution). <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels L-N: Communicates most of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. Levels O-Z: Communicates the important ideas and information explicitly stated in the text in the form of a well-organized summary. <p><i>No teaching is needed to help the student think within the text at this level.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Consistently makes inferences about meaning based on the text and illustrations (including setting, characters, themes, writer's purpose), and provides evidence. Demonstrates clear understanding of the deeper messages of the text. Consistently makes connections between the content and personal experiences or other texts. <p><i>No teaching is needed to help the student think beyond the text at this level.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Identifies the genre of the text by noting many of the characteristics of the genre as they appear in the book. Demonstrates the ability to think analytically about the text by using academic language to describe many of its significant features (structure or organization, craft elements as appropriate, graphics). States an opinion about aspects of the text (e.g., writer's craft) and justifies it with evidence from the text. <p><i>No teaching is needed to help the student think about the text at this level.</i></p>
2 Approaching Proficiency	<p>For Fiction</p> <ul style="list-style-type: none"> Levels L-N: Communicates many of the important events in the story, including the problem, solution, and characters. Levels O-Z: Communicates most of the important ideas and events in the form of a well-organized summary that includes most of the key story elements (setting, characters, problem, resolution). <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels L-N: Communicates many of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. Levels O-Z: Communicates most of the important ideas and information explicitly stated in the text in the form of a well-organized summary. <p><i>Some teaching is needed to help the student think within the text at this level.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Often makes inferences about meaning based on the text and illustrations (including setting, characters, themes, writer's purpose), and provides evidence. Demonstrates satisfactory understanding of most of the deeper messages of the text. Makes some connections between the content and personal experiences or other texts. <p><i>Some teaching is needed to help the student think beyond the text at this level.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Identifies the genre of the text by noting some of the characteristics of the genre as they appear in the book. Demonstrates the ability to think analytically about the text by using academic language to describe some of its significant features (structure or organization, craft elements as appropriate, graphics). States an opinion about aspects of the text (e.g., writer's craft) that is partially justified with evidence from the text. <p><i>Some teaching is needed to help the student think about the text at this level.</i></p>
1 Limited Proficiency	<p>For Fiction</p> <ul style="list-style-type: none"> Levels L-N: Communicates a few of the important events in the story, including the problem, solution, and characters. Levels O-Z: Communicates some of the important ideas and events including some of the key story elements (setting, characters, problem, resolution), but does not provide a well-organized summary. <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels L-N: Communicates a few of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate. Levels O-Z: Communicates some of the important ideas and information explicitly stated in the text, but does not provide a well-organized summary (or provides a list of information, mentioning some essential facts but leaving out others). <p><i>Intensive teaching is needed to help the student think within the text at this level. Teaching will be successful only if accuracy meets the criterion and the scores for thinking beyond and about the text total at least 3.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Makes some inferences about meaning based on the text and illustrations (including setting, characters, themes, writer's purpose), and provides some evidence. Demonstrates limited understanding of some of the deeper messages of the text. Makes a few connections between the content and personal experiences or other texts. <p><i>Intensive teaching is needed to help the student think beyond the text at this level. Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and about the text total at least 3.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Identifies the genre of the text, but does not note any of the characteristics of the genre as they appear in the book. Demonstrates the ability to think analytically about the text by using academic language to describe one of its significant features (structure or organization, craft elements as appropriate, graphics). States an opinion about aspects of the text (e.g., writer's craft) but does not justify it with evidence from the text. <p><i>Intensive teaching is needed to help the student think about the text at this level. Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and beyond the text total at least 3.</i></p>
0 Not Proficient	<p>For Fiction</p> <ul style="list-style-type: none"> Levels L-N: Does not communicate the important events in the story. Levels O-Z: Does not communicate the important ideas or events in an organized way (or provides a retelling with many unimportant details) leaving out most of the key story elements (setting, characters, problem, resolution). <p>For Nonfiction</p> <ul style="list-style-type: none"> Levels L-N: Does not communicate the important ideas and information explicitly stated in the text. Levels O-Z: Does not communicate the important ideas or information explicitly stated in the text in an organized way. (There may be a lot of talk and repetition.) <p><i>Teaching will be successful only if accuracy meets the criterion and the scores for thinking beyond and about the text total at least 4.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Does not make inferences about meaning based on the text and illustrations. Unable to demonstrate understanding of the deeper messages of the text. Does not make connections between the content and personal experiences or other texts. <p><i>Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and about the text total at least 4.</i></p>	<p>For Fiction and Nonfiction</p> <ul style="list-style-type: none"> Does not identify the genre of the text or note any of the characteristics of the genre as they appear in the book. Does not demonstrate the ability to think analytically about the text. Does not state an opinion about aspects of the text (e.g., writer's craft). <p><i>Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and beyond the text total at least 4.</i></p>

This grid is to use with Levels A-K.

Finding the Three Levels, A-K				
Benchmark Criteria Levels A-K	Comprehension			
Accuracy	Proficient 5-6	Approaching Proficiency 4	Limited Proficiency 3	Not Proficient 0-2
95-100%	Independent	Independent	Instructional	Hard
90-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

This grid is to use with Levels L-Z.

Finding the Three Levels, L-Z				
Benchmark Criteria Levels L-Z	Comprehension			
Accuracy	Proficient 8-9	Approaching Proficiency 6-7	Limited Proficiency 4-5	Not Proficient 0-3
98-100%	Independent	Independent	Instructional	Hard
95-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

Finding an Instructional Level When the Numbers Don't Line Up Perfectly

Problem	Example of Student Scores	Solution
The student has 2+ independent levels and no instructional level.	<p>I at 98% accuracy with satisfactory ^{proficient} comprehension (independent)</p> <p>J at 97% accuracy with satisfactory ^{proficient} comprehension (independent)</p> <p>K at 95% accuracy with unsatisfactory comprehension (hard)</p>	<p>Take the highest independent level and make it the instructional level. Use this as the placement level and expect the student to move quickly with strong teaching for comprehension.</p> <p>I = Independent level</p> <p>J = Instructional level</p> <p>J = Recommended Placement level</p> <p>Remember that students reading at this level will always have many independent levels (all below the instructional level).</p>
The student has 2 instructional levels.	<p>J at 94% accuracy with excellent comprehension (instructional)</p> <p>K at 94% accuracy with excellent comprehension (instructional)</p> <p>L at 93% accuracy with satisfactory comprehension (hard)</p>	<p>Take the highest level instructional text.</p> <p>J = Independent level</p> <p>K = Instructional level</p> <p>K = Recommended Placement level</p> <p>Expect this student to move quickly to level L as you work on word-solving strategies.</p>
The student has no instructional level because the reading is uneven.	<p>C at 98% accuracy with satisfactory comprehension (independent)</p> <p>D at 96% accuracy with satisfactory comprehension (independent)</p> <p>E at 89% accuracy with satisfactory comprehension (hard)</p>	<p>For instruction, you want to be sure you are on firm ground. With uneven reading like this, select the level you are most sure that the student can process with your help.</p> <p>C = Independent level</p> <p>D = Instructional level</p> <p>D = Recommended Placement level</p>
The student has no instructional level because of very high accuracy on two levels, unsatisfactory comprehension on the next highest level, and low accuracy and unsatisfactory comprehension on the next.	<p>F at 100% accuracy with satisfactory comprehension (independent)</p> <p>G at 99% accuracy with satisfactory comprehension (independent)</p> <p>H at 98% accuracy with unsatisfactory comprehension (hard)</p> <p>I at 75% accuracy with unsatisfactory comprehension (hard)</p>	<p>For instruction, use a text that the student can comprehend with your support. Even though the accuracy is very high, select level G and work on active thinking.</p> <p>F = Independent level</p> <p>G = Instructional level</p> <p>G = Recommended Placement level</p> <p>Expect the student to move quickly and monitor comprehension closely.</p>

FIGURE 3.8 Finding an instructional level when the numbers don't line up perfectly.

Finding an Instructional Level When the Numbers Don't Line Up Perfectly, *continued*

Problem	Example of Student Scores	Solution
The reader's comprehension is uneven, with unsatisfactory comprehension at a particular level.	D at 98% accuracy with satisfactory comprehension (independent) E at 95% accuracy with unsatisfactory comprehension (hard) F at 91% accuracy with satisfactory comprehension (instructional)	Begin at level D and move quickly to level E, then F, teaching for comprehension. D = Independent level E = Instructional level E = Placement level
The student does not have an independent level.	J at 98% accuracy with limited comprehension (instructional) K at 92% accuracy with limited comprehension (hard)	You can try lower levels to get a level the reader can process with satisfactory comprehension to determine independent level. J = Instructional level J = Recommended Placement level
The student does not have an instructional level because there appears to be a large gap between two readings.	L at 99% accuracy with satisfactory comprehension (independent) M at 85% accuracy with limited comprehension (hard)	M is too hard for instructing this reader, and L is obviously an easy text. L = Independent level NA (not assessed) = Instructional level L = Recommended Placement level Work to move the student quickly to M for instructional level.
All the texts seem too hard for the reader to understand.	C at 98% accuracy with unsatisfactory comprehension D at 100% accuracy with unsatisfactory comprehension	You need to keep going down the levels until you find a text that the reader can comprehend with limited comprehension (if 95–100% accuracy) or satisfactory or excellent comprehension (90–94% accuracy). If even level A is too difficult, you need to start there and offer a high level of support for comprehension.
The student has no instructional level because all levels appear to be easy.	L at 98% accuracy with excellent comprehension M at 98% accuracy with satisfactory comprehension N at 98% accuracy with satisfactory comprehension	This is a good problem to have! Use the <i>Fountas & Pinnell Benchmark Assessment System 2</i> and assess level O. This student will benefit from small-group discussion, extending understanding through writing, and wide reading experience at lower levels. You also need to find the level on which to instruct the student.

FIGURE 3.8 Finding an instructional level when the numbers don't line up perfectly, *continued*

Six Dimensions Fluency Rubric

Description Use this form to observe and record a student's oral reading of a *Benchmark Assessment* book or other leveled texts.

You Need ► A *Benchmark Assessment* or other book at an appropriate level
► The Six Dimensions Fluency Rubric

Why Use It The fluency assessment helps you notice and think about the dimensions of oral reading that a student controls and needs to develop.

How to Use It ► Administer this assessment individually.
► Have the student read aloud the selected text.
► Consider rate, phrasing, pausing, intonation, and stress as separate dimensions and rate each of them from 0 to 3 on the rubric.
► Then rate integration, your overall impression of the student's orchestration of all the elements in the reading.

What to Notice ► Dimensions of fluency the reader is demonstrating and those neglected

Student _____ Date _____

Six Dimensions Fluency Rubric			
1. Pausing Pausing refers to the way the reader's voice is guided by punctuation (for example, short breath at a comma; full stop with voice going down at periods and up at question marks; full stop at dashes).			
0	1	2	3
Almost no pausing to reflect punctuation or meaning of the text <i>Needs intensive teaching and/or text not appropriate</i>	Some pausing to reflect the punctuation and meaning of the text <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading evidences appropriate pausing to reflect the punctuation and meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all the reading is characterized by pausing to reflect punctuation and meaning of the text. <i>Teaching not needed</i>
2. Phrasing Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Sometimes phrases are cued by punctuation such as commas, but often they are not. Phrased reading sounds like oral language, though more formal.			
0	1	2	3
No evidence of appropriate phrasing during the reading <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of appropriate phrasing during the reading <i>Needs explicit teaching, prompting, and reinforcing</i>	Much of the reading evidences appropriate phrasing. <i>Needs some prompting and reinforcing</i>	Almost all the reading is appropriately phrased. <i>Teaching not needed</i>
3. Stress Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.			
0	1	2	3
Almost no stress on appropriate words to reflect the meaning of the text <i>Needs intensive teaching and/or text not appropriate</i>	Some stress on appropriate words to reflect the meaning of the text <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading evidences stress on appropriate words to reflect the meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all of the reading is characterized by stress on appropriate words to reflect the meaning of the text. <i>Teaching not needed</i>
4. Intonation Intonation refers to the way the reader varies the voice in tone, pitch, and volume to reflect the meaning of the text—sometimes called expression.			
0	1	2	3
Almost no variation in voice or tone (pitch) to reflect the meaning of the text <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of variation in voice or tone (pitch) to reflect the meaning of the text <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. <i>Teaching not needed</i>
5. Rate Rate refers to the pace at which a reader moves through the text—not too fast and not too slow. The reader moves along steadily with few slow-downs, stops, or pauses to solve words. If the reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate.			
0	1	2	3
Almost no evidence of appropriate rate during the reading <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of appropriate rate during the reading <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading evidences appropriate rate. <i>Needs some prompting and reinforcing</i>	Almost all of the reading evidences appropriate rate. <i>Teaching not needed</i>
6. Integration Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.			
0	1	2	3
Almost none of the reading is fluent. <i>Needs intensive teaching and/or text not appropriate</i>	Some of the reading is fluent. <i>Needs explicit teaching, prompting, and reinforcing</i>	Most of the reading is fluent. <i>Needs some prompting and reinforcing</i>	Almost all of the reading is fluent. <i>Teaching not needed</i>
Guiding Principles for Rating Try to focus on one aspect at a time but give your overall impression.			

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C	D	E
		B	C	D
		A	B	C
				Below C
Grade 1	E	G	I	K
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K	L	M	N
	J	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N	O	P	Q
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q	R	S	T
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T	U	V	W
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W	X	Y	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grades 7–8	Z	Z	Z	Z
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y

KEY

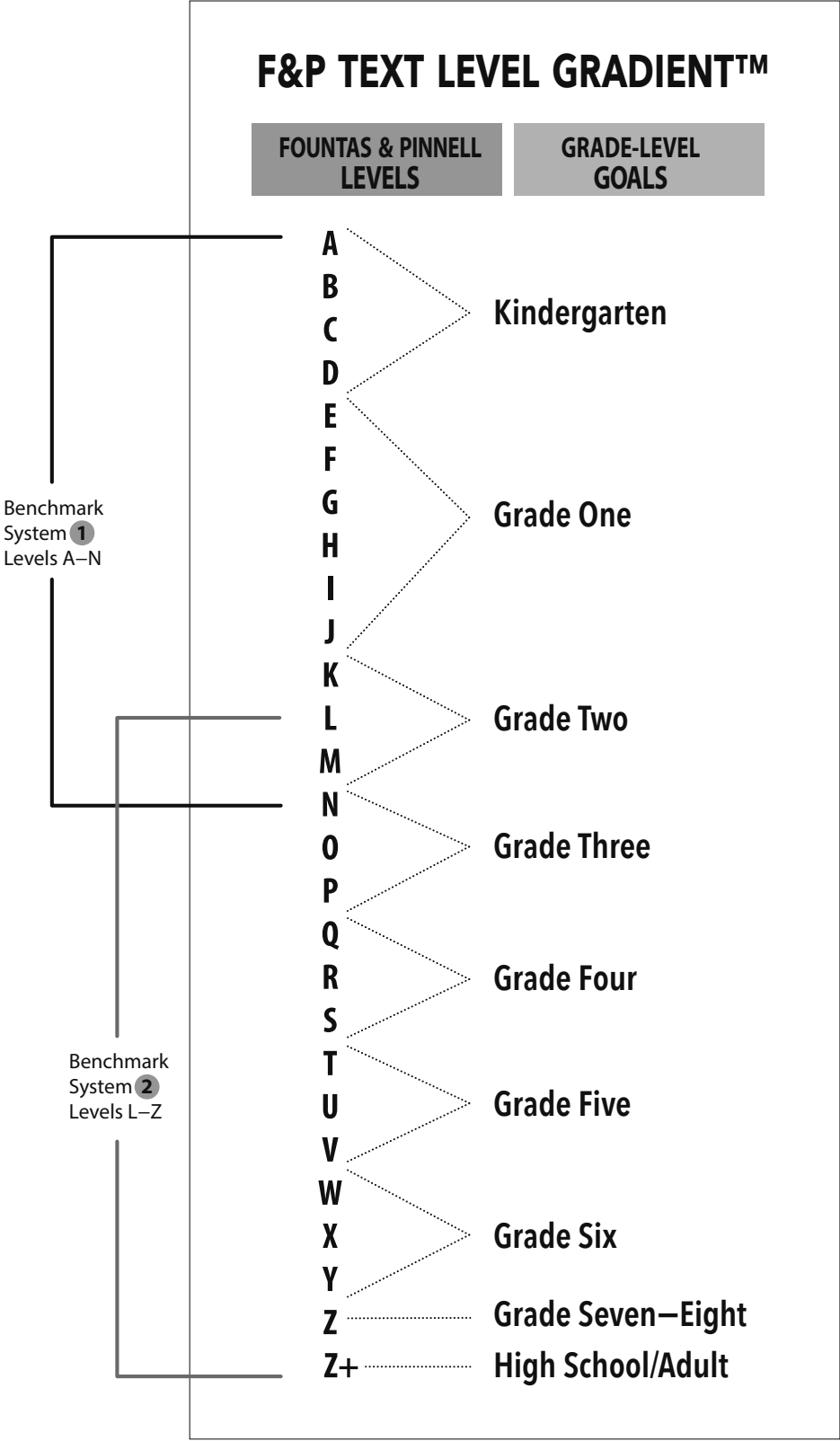
Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgment.



The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on school/district requirements and professional teacher judgement.

Summary Form



Teacher _____ Grade _____ Year _____

School _____

Date _____

Class Record Form

Student Name	Benchmark Independent Level	Benchmark Instructional Level	Accur.	Fluency	Within	Beyond/ About	Notes
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							

Student _____ Grade _____ Date _____
Teacher _____ School _____

Assessment Summary Form

* Benchmark Independent Level _____
Benchmark Instructional Level _____
Recommended Placement Level _____

List the titles read by the student from lowest to highest level.

Title	System 1 or 2	Fiction/ Nonfiction	Level	Accuracy	Comprehension	Independent (check one)	Instructional (check one)	Hard (check one)	Self-Correction	Fluency Levels C-Z	Rate Levels J-Z (optional)	Writing About Reading (optional)

*Key for Determining Independent/Instructional/Hard Levels

Comprehension Score				
Levels A-K	Proficient (5-6)	Approaching Proficiency (4)	Limited Proficiency (3)	Not Proficient (0-2)
Accuracy Score 95-100%	Independent	Independent	Instructional	Hard
90-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

Comprehension Score				
Levels L-Z	Proficient (8-9)	Approaching Proficiency (6-7)	Limited Proficiency (4-5)	Not Proficient (0-3)
Accuracy Score 98-100%	Independent	Independent	Instructional	Hard
95-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

Behaviors and Understandings to Notice, Teach, and Support (See *The Fountas & Pinnell Literacy Continuum*)

FOUNTAS & PINNELL – Data Entry

Make entries into the Fountas & Pinnell assessment by first listing assessments, clearing all filters, and then selecting only “Fountas & Pinnell” option under the “scope” section and, and clicking the “search” button:

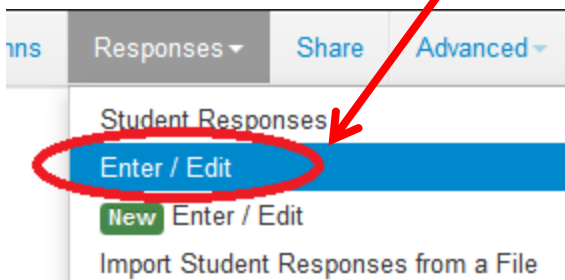
Scope

- ☐ Holt Grade 6 ☐ Wonders ☐ High School District Finals ☐ Middle School District Finals ☐ Portals
☐ HM Theme Skills (A Legacy of Literacy) ☐ Fast Forward Math ☐ Key Data Systems ☒ Fountas & Pinnell
☐ Curriculum Embedded ☐ Go Math ☐ Teacher Created ☐ Medallion ☐ Pearson My Perspectives ☐ Standards Plus
☐ Elementary School District Assessments ☐ HM Math ☐ Gateways ☐ State

The assessments for **2017-18** appear:

Title
2017-18 Fountas & Pinnell 1st Trimester
2017-18 Fountas & Pinnell 2nd Trimester
2017-18 Fountas & Pinnell 3rd Trimester
2017-18 Fountas & Pinnell Beginning of Year

To make entries, select the appropriate test, and navigate to the “enter/edit” option under the “responses” tab:



Select the appropriate course & section if necessary, and click on the “submit” button:

A screenshot of a data entry form. At the top, there are fields for 'As of' (08/22/2016) and 'Range'. Below these are dropdown menus for 'School' (Annie R. Mitchell Ele), 'Department' (All Departments), 'Teacher' (All Teachers), 'Course' (Homeroom 1st), and 'Section' (Homeroom 1st - HR). At the bottom of the form, there are two buttons: 'Submit' and 'Save'. The 'Submit' button is circled in red, and a red arrow points from the text above to it. Another red arrow points from the text above to the 'Course' dropdown menu.

Make the appropriate entries for the students listed to the left (*all fields except “About” are required for every student*):

Level	Instructional Level (A-Z)	Accuracy (percent)	Fluency Score (0, 1,	Within (0, 1, 2, 3)	Beyond (0, 1, 2, 3)	About (L-Z) (0, 1, 2, 3)
	▼		▼	▼	▼	▼
	▼		▼	▼	▼	▼
	▼		▼	▼	▼	▼
	▼		▼	▼	▼	▼

“About” is required only for students who are reading at Instructional Level “L” or higher

The plus sign adds an additional record for the same student. *This is not typically necessary.*

		ID	First Nam
1	+ -	91151	Ki
2	+ -	91	-
3	+ -	900000	M...

