

Rationale:

*** The purpose of this resource is for teachers, tutors, school volunteers, and home school parents to have access to a systematic benchmark assessment that gives instructors a very clear picture of each reader's abilities.

*** The benchmarks are designed to be used at the beginning of the year, midyear, and at the end of the year. They are intended to be a guide for instructors to aide in providing appropriately leveled resources for the students they teach.

*** In order to implement these benchmark assessments with fidelity, the instructor MUST follow the directions exactly.

Here's How to Start:

1. Have students read the first passage aloud. Follow the instructions on what to say before the cold read. Students should not have read the passage before the assessment.
2. As students are reading the passage, take a running record and time them. Afterwards, score their fluency with the rubric and formula provided. Follow the chart to determine their reading fluency percentage.
3. Ask the scripted comprehension questions and score the results. Follow the chart to score their comprehension assessment.
4. Ask students to define the specific vocabulary words and score the results, determining a vocabulary assessment.

*** Follow these 4 steps for all three passages for that time of year (beginning, midyear, or end of year).

*** Take the median (middle) score as your final determination of the students' reading level range.

That's it!

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whose work is found in this resource!!



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 Jen Bengel

The Intervention Program

This benchmark assessment is meant to be used to determine students' reading level ranges for the Reading Intervention Program.

To purchase sets in the program click on the image below:

BUNDLE

READING INTERVENTION Set 1 Level Range A
READING INTERVENTION Set 2 Level Range A-D
READING INTERVENTION Set 3 Level Range A-D
READING INTERVENTION Set 4 Level Range A-D
READING INTERVENTION Set 5 Level Range A-D

WORD WORK | FLUENCY | VOCABULARY | COMPREHENSION | PROGRESS MONITOR

100 READING PASSAGES!

BUNDLE

READING INTERVENTION Set 1 Level Range E
READING INTERVENTION Set 2 Level Range E-G
READING INTERVENTION Set 3 Level Range E-G
READING INTERVENTION Set 4 Level Range E-G
READING INTERVENTION Set 5 Level Range E-G

WORD WORK | FLUENCY | VOCABULARY | COMPREHENSION | PROGRESS MONITOR

100 READING PASSAGES!

BUNDLE

READING INTERVENTION Set 1 Level Range H
READING INTERVENTION Set 2 Level Range H-K
READING INTERVENTION Set 3 Level Range H-K
READING INTERVENTION Set 4 Level Range H-K
READING INTERVENTION Set 5 Level Range H-K

WORD WORK | FLUENCY | VOCABULARY | COMPREHENSION | PROGRESS MONITOR

100 READING PASSAGES!

BUNDLE

READING INTERVENTION Set 1 Level Range L
READING INTERVENTION Set 2 Level Range L-P
READING INTERVENTION Set 3 Level Range L-P
READING INTERVENTION Set 4 Level Range L-P
READING INTERVENTION Set 5 Level Range L-P

WORD WORK | FLUENCY | VOCABULARY | COMPREHENSION | PROGRESS MONITOR

100 READING PASSAGES!

BUNDLE

READING INTERVENTION Set 1 Level Range Q
READING INTERVENTION Set 2 Level Range Q-T
READING INTERVENTION Set 3 Level Range Q-T
READING INTERVENTION Set 4 Level Range Q-T
READING INTERVENTION Set 5 Level Range Q-T

WORD WORK | FLUENCY | VOCABULARY | COMPREHENSION | PROGRESS MONITOR

100 READING PASSAGES!

BUNDLE

READING INTERVENTION Set 1 Level Range U
READING INTERVENTION Set 2 Level Range U-W
READING INTERVENTION Set 3 Level Range U-W
READING INTERVENTION Set 4 Level Range U-W
READING INTERVENTION Set 5 Level Range U-W

WORD WORK | FLUENCY | VOCABULARY | COMPREHENSION | PROGRESS MONITOR

100 READING PASSAGES!

BUNDLE

READING INTERVENTION Set 1 Level Range X-Z
READING INTERVENTION Set 2 Level Range X-Z
READING INTERVENTION Set 3 Level Range X-Z
READING INTERVENTION Set 4 Level Range X-Z
READING INTERVENTION Set 5 Level Range X-Z

WORD WORK | FLUENCY | VOCABULARY | COMPREHENSION | PROGRESS MONITOR

100 READING PASSAGES!

Reading Intervention
THE ENTIRE PROGRAM

BUNDLE Sets 1 Level Ranges A-Z
BUNDLE Sets 2 Level Ranges A-Z
BUNDLE Sets 3 Level Ranges A-Z
BUNDLE Sets 4 Level Ranges A-Z
BUNDLE Sets 5 Level Ranges A-Z

GET ONE SET FREE! GET ONE SET FREE! GET ONE SET FREE!

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Reading Intervention: Suggested Teaching Levels

*** Match student's current grade with his/her reading level to find the intervention range needed.

	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	High School
More than 2 years below grade level				A-D	E-G	H-K	L-P	L-P	Q-T	Q-T
2 years below grade level		A-D	A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W
1 year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	Q-T	U-W
Half a year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	U-W	U-W	U-W
On Grade Level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	U-W	X-Z
Half a year above grade level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z
1 year above grade level	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z
2+ years above grade level	E-G	L-P	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z

Benchmark Assessment Passages

Beginning of the Year

***The following chart lists the benchmark passages, comprehension skills, genre, and targeted vocabulary.

Pass. #	Title	Word Count	Genre	Suggested Times to Assess	Comprehension Skills	Vocab. Words
1	The Unexpected Move	283	Fiction	Beginning of the year	<ol style="list-style-type: none"> 1. Make connections 2. Analyze characters 3. Make inferences 4. Compare and contrast 	<ol style="list-style-type: none"> 1. immigrated 2. humble 3. content 4. downsizing 5. divulged
2	Chris Hadfield	274	Non-Fiction	Beginning of the year	<ol style="list-style-type: none"> 1. Identify supporting details 2. Infer word meanings 3. Form opinions of subject 4. Compare subject to subject 	<ol style="list-style-type: none"> 1. reality 2. keen 3. longed 4. decade 5. reputation
3	The Bad Dream	155	Fiction	Beginning of the year	<ol style="list-style-type: none"> 1. Identify the main idea. 2. Analyze facts 3. Describe new learning. 4. Draw conclusions 	<ol style="list-style-type: none"> 1. dream 2. Crying 3. 4. 5.

LEVEL RANGE Q-T

Benchmark Assessment Passages

Midyear

***The following chart lists the benchmark passages, comprehension skills, genre, and targeted vocabulary.

Pass. #	Title	Word Count	Genre	Suggested Times to Assess	Comprehension Skills	Vocab. Words
4	"What's That Smell?"	297	Fiction	Midyear	<ol style="list-style-type: none"> 1. Make connections 2. Analyze characters 3. Make inferences 4. Compare and contrast 	<ol style="list-style-type: none"> 1. swirled 2. anxiety 3. disgust 4. immune 5. reputation
5	LaMarcus Thompson	298	Non-Fiction	Midyear	<ol style="list-style-type: none"> 1. Identify supporting details 2. Infer other meaning 3. Form opinions of subject 4. Compare subject to subject 	<ol style="list-style-type: none"> 1. adrenaline 2. invented 3. debuted 4. fortune 5. inspired
6	Reasons to Cancel School	299	Non-Fiction	Midyear	<ol style="list-style-type: none"> 1. Identify the main idea 2. Analyze facts 3. Describe new learning 4. Draw conclusions 	<ol style="list-style-type: none"> 1. obvious 2. catastrophic 3. aftermath 4. shortage 5. sparse

LEVEL RANGE Q-T

Benchmark Assessment Passages

End of the Year

***The following chart lists the benchmark passages, comprehension skills, genre, and targeted vocabulary.

Pass. #	Title	Word Count	Genre	Suggested Times to Assess	Comprehension Skills	Vocab. Words
7	An Alien Encounter?	309	Fiction	End of	<ol style="list-style-type: none">1. Make connections2. Analyze characters3. Make inferences4. Compare and contrast	<ol style="list-style-type: none">1. numerous2. addicted3. initially4. intrigued5. assumed
8	Alexander Fleming	286	Non-Fiction	End of Year	<ol style="list-style-type: none">1. Identify supporting details2. Infer other meanings3. Form opinions of subject4. Compare and contrast	<ol style="list-style-type: none">1. studious2. ambitions3. temporary4. infections5. recommended
9	The Black Rhinos	279	Non-Fiction	End of Year	<ol style="list-style-type: none">1. Identify the main idea2. Analyze facts3. Describe new learning4. Draw conclusions	<ol style="list-style-type: none">1. fascinating2. herbivores3. generations4. nurturing5. aggressive

LEVEL RANGE Q-T

Benchmark Assessment Passages

Beginning of the Year

***The following chart lists the benchmark passages, comprehension skills, genre, and targeted vocabulary.

Pass. #	Title	Word Count	Genre	Suggested Times to Assess	Comprehension Skills	Vocab. Words
1	Lucy's Haircut	306	Fiction	Beginning of the year	<ol style="list-style-type: none"> 1. Interpret Reasons for Character Actions 2. Identify Overarching Theme 3. Identify Major Problem 4. Notice Rising Action Events 	<ol style="list-style-type: none"> 1. admirable 2. insane 3. debated 4. exquisite 5. ethically
2	Ruby Wakefield	279	NF	Beginning of the year	<ol style="list-style-type: none"> 1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Identify cultures 4. Describe hardships 	<ol style="list-style-type: none"> 1. dietician 2. specialized 3. lectured 4. tourist 5. patrons
3	Naming System for Hurricanes	203	NF	Beginning of the year	<ol style="list-style-type: none"> 1. Determine Writer's Point of View 2. Critique the Text 3. Evaluate Importance of Main Idea 4. Identify Facts 	<ol style="list-style-type: none"> 1. sustained 2. chronological 3. Streamlined 4. rumors 5. incorporating

LEVEL RANGE U-W

Benchmark Assessment Passages

Midyear

***The following chart lists the benchmark passages, comprehension skills, genre, and targeted vocabulary.

Pass. #	Title	Word Count	Genre	Suggested Times to Assess	Comprehension Skills	Vocab. Words
4	The Boy Who Never Left the House	285	Fiction	Midyear	<ol style="list-style-type: none"> 1. Interpret Reasons for Character Actions 2. Identify Overarching Theme 3. Identify Major Problem 4. Notice Rising Action Events 	<ol style="list-style-type: none"> 1. defiantly 2. restricted 3. infuriated 4. wept 5. eavesdropped
5	Level of Stress	282	NF	Midyear	<ol style="list-style-type: none"> 1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Identify cultures 4. Describe hardships 	<ol style="list-style-type: none"> 1. discrimination 2. enticed 3. wholesale 4. thriving 5. durable
6	The History of Popcorn	311	NF	Midyear	<ol style="list-style-type: none"> 1. Determine Writer's Point of View 2. Compare the Text 3. Evaluate Importance for Main Ideas 4. Identify facts 	<ol style="list-style-type: none"> 1. researchers 2. invaluable 3. headdress 4. witnessed 5. rationed

LEVEL RANGE U-W

Benchmark Assessment Passages

End of the Year

***The following chart lists the benchmark passages, comprehension skills, genre, and targeted vocabulary.

Pass. #	Title	Word Count	Genre	Suggested Times to Assess	Comprehension Skills	Vocab. Words
7	What is That Noise?	307	Fiction	End of	<ol style="list-style-type: none"> 1. Interpret Reasons for Character Actions 2. Justify Overarching Theme 3. Identify Major Problem 4. Notice Rising Action Events 	<ol style="list-style-type: none"> 1. rituals 2. assuming 3. intensified 4. dumbfounded 5. lure
8	Garrett Morgan	279	NF	End of Year	<ol style="list-style-type: none"> 1. Make Connections to Other Texts 2. Support Presentations with Text Evidence 3. Identify cultures 4. Describe hardships 	<ol style="list-style-type: none"> 1. decent 2. handyman 3. factories 4. momentum 5. impressively
9	Magical Unicorn Facts		NF	End of Year	<ol style="list-style-type: none"> 1. Determine Writer's Point of View 2. Critique the Text 3. Evaluate Importance of Main Text 4. Identify Facts 	<ol style="list-style-type: none"> 1. mythical 2. legendary 3. immense 4. tamed 5. tranquility

LEVEL RANGE U-W

Benchmark Assessment Passages

Beginning of the Year

***The following chart lists the benchmark passages, comprehension skills, genre, and targeted vocabulary.

Pass. #	Title	Word Count	Genre	Suggested Times to Assess	Comprehension Skills	Vocab. Words
1	I'll Pay You Back	288	Fiction	Beginning of the year	<ol style="list-style-type: none"> 1. Describe Character 2. Identify Story Climax 3. Narrate and Define Narrator 4. Predict character's actions in other circumstances 	<ol style="list-style-type: none"> 1. predilection 2. elemental 3. inexcusable 4. inevitably 5. bestow
2	Ray Kroc	256	NF	Beginning of the year	<ol style="list-style-type: none"> 1. Describe Motives of Main Subject 2. Compare current social issues to the text 3. Visualize Setting 4. Identify Moral Lesson Learned 	<ol style="list-style-type: none"> 1. monopolized 2. profitable 3. franchise 4. adroitness 5. impelled
3	El Niño	272	NF	Beginning of the year	<ol style="list-style-type: none"> 1. Describe the main idea 2. Analyze author's use of word choice 3. Judge the main topic 4. Make comparisons 	<ol style="list-style-type: none"> 1. irregularly 2. convoluted 3. proximity 4. exceedingly 5. speculate

LEVEL RANGE X-Z

Benchmark Assessment Passages

Midyear

***The following chart lists the benchmark passages, comprehension skills, genre, and targeted vocabulary.

Pass. #	Title	Word Count	Genre	Suggested Times to Assess	Comprehension Skills	Vocab. Words
4	My Best Friend is Sick	294	Fiction	Midyear	<ol style="list-style-type: none"> 1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Predict character's actions in other circumstances 	<ol style="list-style-type: none"> 1. sabotaged 2. nonpareil 3. invariably 4. roused 5. lackadaisical
5	Jim Carrey	283	NF	Midyear	<ol style="list-style-type: none"> 1. Describe Modes of Media Subject 2. Compare current social issues to the past 3. Visualize Setting 4. Identify Moral Lesson Learned 	<ol style="list-style-type: none"> 1. extravert 2. placid 3. impersonations 4. fortitude 5. brazenly
6	The United Nations	245	NF	Midyear	<ol style="list-style-type: none"> 1. Describe the main idea. 2. Analyze author's use of word choice. 3. Judge the main topic 4. Make connections 	<ol style="list-style-type: none"> 1. pressing 2. vigorous 3. elongated 4. paramount 5. unanimous

LEVEL RANGE X-Z

Benchmark Assessment Passages

End of the Year

***The following chart lists the benchmark passages, comprehension skills, genre, and targeted vocabulary.

Pass. #	Title	Word Count	Genre	Suggested Times to Assess	Comprehension Skills	Vocab. Words
7	I'll Do What I Want	294	Fiction	End of	<ol style="list-style-type: none"> 1. Describe Character Bias 2. Justify Story Climax 3. Name and Define Narrator 4. Predict character's actions in other circumstances 	<ol style="list-style-type: none"> 1. withered 2. apprised 3. impeccably 4. sensibility 5. annoyance
8	Kris Carr	275	NF	End of Year	<ol style="list-style-type: none"> 1. Describe Moves of Main Subject 2. Compare current social issues to the text 3. Visualize Setting 4. Identify Moral Lesson Learned 	<ol style="list-style-type: none"> 1. perilously 2. woefully 3. documentary 4. inspirations 5. decisively
9	The Mountain Gorilla	266	NF	End of Year	<ol style="list-style-type: none"> 1. Describe the main idea. 2. Analyze author's use of word choice. 3. Judge the main topic 4. Make connections 	<ol style="list-style-type: none"> 1. imperative 2. contrary 3. stereotyped 4. maturity 5. guardedly

LEVEL RANGE X-Z

Benchmark Words Per Minute Scoring Directions

Here is how you can determine the student's fluency, or words per minute, Score

To find the fluency score use this calculation:

Step One: Calculate Words Read Correctly

$$\boxed{\text{Total Words Read}} - \boxed{\text{Errors}} = \boxed{\text{Words Correct}}$$

Step Two: Calculate Words per Minute

$$\boxed{\text{Words Correct}} \div \boxed{\text{Total Words Read}} \times 100 = \text{wpm}$$

Words per minute

Enter Scores Below:

Step One:

- =

Total words read Errors Words Correct

Step Two:

$$\boxed{\text{Total words read correctly}} \div \boxed{\text{Total Words Read}} \times 100 = \underline{\hspace{2cm}} \%$$

wpm

Benchmark Comprehension Scoring

/20 = %
 Comprehension Score

If <u>Comprehension</u> Score is...	<u>Independent</u> Reading Level Range	<u>Instructional</u> Reading Level Range
> 95%	Q-T	T-V
90-95%	L-P	Q-T
< 90%	H-K	L-P

Benchmark Vocabulary Scoring

/6 = %
 Vocabulary Score

If <u>Vocabulary</u> Score is...	<u>Independent</u> Reading Level Range	<u>Instructional</u> Reading Level Range
> 95%	Q-T	T-V
90-95%	L-P	Q-T
< 90%	H-K	L-P

"The Unexpected Move"

Name: _____ Date: _____ Week: _____

Directions: Follow the instructions on the Oral Reading Assessment Teacher Page. Time the student's oral reading and mark any errors by circling all the words read incorrectly. Errors include any word substitutions, omissions, or insertions. Place a ✓ next to each word the student initially read incorrectly but went back to fix (self-correction). These Self-Corrections do not count as errors.

12-year-old Antonio had lived in El Paso, Texas his entire life. His parents immigrated to America from Mexico just before Antonio was born. Antonio was homeschooled by his mother while his father spent 12-hour days working at a local factory. This humble family of three was happy and content until one day Antonio's father came home early from work with devastating news. "I've been let go," he said in a hushed, whispered voice that neither Antonio nor his mother heard. "They fired me," he shouted. Antonio's father went on to explain how the company was downsizing and he was one of hundreds who were fired. Antonio's parents went into their bedroom to whisper, but Antonio could hear their anxious voices. He made out bits and pieces of the conversation. 'Move to Wisconsin.' 'Maria will help.' A few days later Antonio's parents sat him down and divulged the plan. There were no more schools in El Paso, so the family would move to Wisconsin to join Antonio's Aunt Maria. Both of his parents had to get jobs, so that meant Antonio would attend public school for the first time in his life. Antonio spoke very little English and the thought of moving across the country and starting at a school where everyone spoke a different language petrified him, but he didn't let his parents know about his fears. They had enough problems to deal with on their own. Soon the family had packed up their possessions and were on the road to Wisconsin. As they crossed through state after state Antonio watched the landscape change. He promised himself that no matter what obstacles he faced, he would be brave and strong for his parents.

15
29
45
60
76
92
107
123
139
156
172
191
206
222
239
255
268
283



	+		=		.		=	
Total Errors		Total Self Corrections		Total Self Corrections		Self Correction Rate		

283	-		=	
Total words read		Total Errors		Words Correct

	÷	283	X	100 =	%	
Total words read correctly		Total Words Read			WPM	

“The Unexpected Move”

12-year-old Antonio had lived in El Paso, Texas his entire life. His parents immigrated to America from Mexico just before Antonio was born. Antonio was homeschooled by his mother while his father spent 12-hour days working at a local factory. This humble family of three was happy and content until one day Antonio’s father came home early from work with devastating news. “I’ve been let go,” he said in such a whispered voice that neither Antonio nor his mother heard. “They fired me!” he shouted. Antonio’s father went on to explain that the company was downsizing and he was one of hundreds who were fired. Antonio’s parents went into their bedroom to whisper, but Antonio could hear their anxious voices. He made out bits and pieces of the conversation. ‘Move to Wisconsin.’ ‘Maria will help.’ A few days later Antonio’s parents sat him down and divulged the plan. There were no jobs left in El Paso, so the family would move to Wisconsin to stay with Antonio’s Aunt Maria. Both of his parents had to get jobs, so that meant Antonio would attend public school for the first time in his life. Antonio spoke very little English and the thought of moving across the country to a state that is so cold where everyone spoke a different language petrified him, but he didn’t let his parents know about his fears. They had enough problems to deal with on their own. Soon the family had packed all their possessions and were on the road to Wisconsin. As they crossed through state after state Antonio watched the landscape change. He promised himself that no matter what obstacles he faced, he would be brave and strong for his parents.

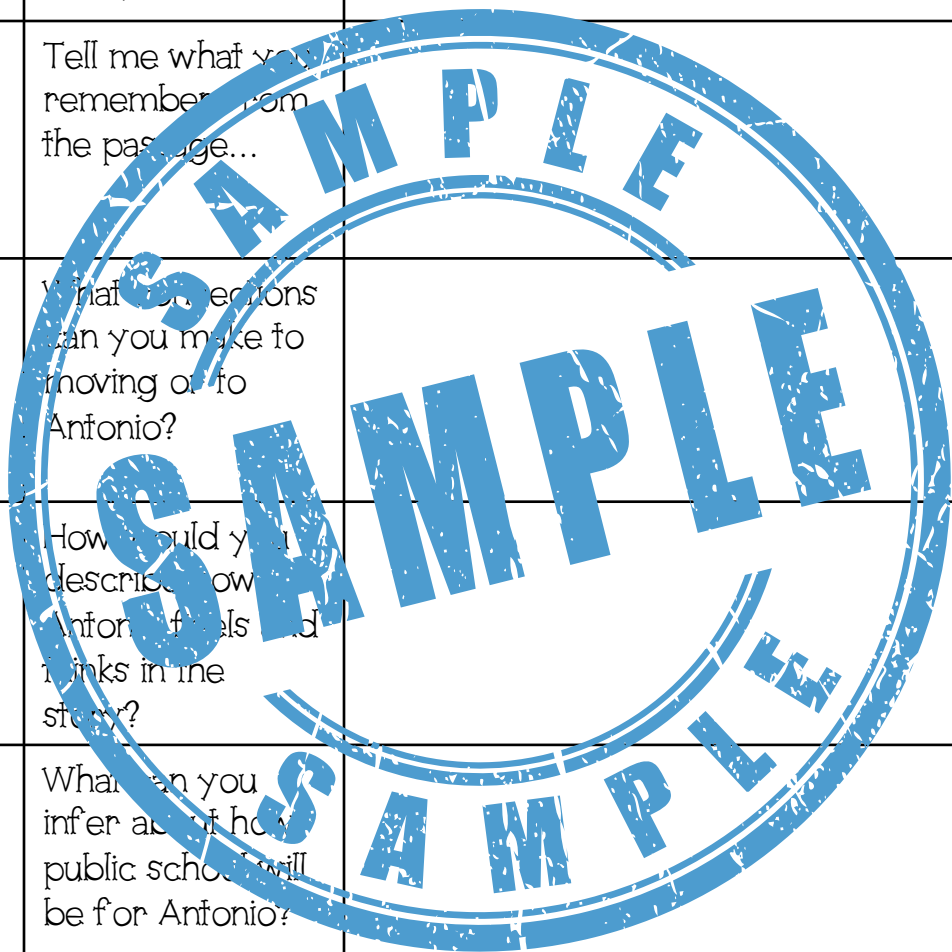
Comprehension Scoring Rubric

Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1
(no response or incorrect)
2
(Partial)
3
(Satisfactory)
4
(Above Average)

*** Students may look back in the passage for help, but do not suggest.

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the passage...		
Make Connections	What connections can you make to moving or to Antonio?		
Analyze Characters	How would you describe how Antonio feels and thinks in the story?		
Make Inferences	What can you infer about how public school will be for Antonio?		
Compare and Contrast	Compare how Antonio's life is the same and different from your life.		



/20 = %

Comprehension Score

Vocabulary Scoring Rubric

Ask student the three questions below for each of the vocabulary words. Record each response and use your best judgment to score their responses. Put a number between 1-4 in each square. Add up their scores to calculate the percentage correct.

1
(no response or incorrect)

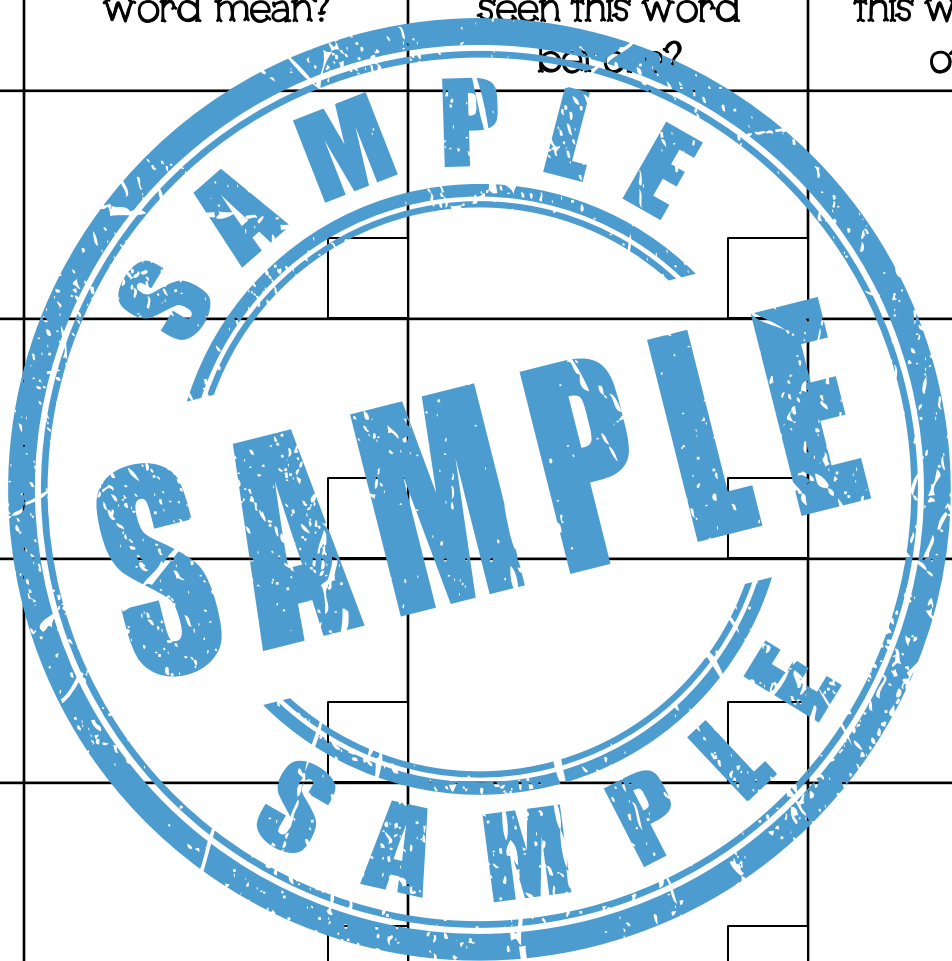
2
(Partial)

3
(Satisfactory)

4
(Above Average)

*** Students may look back in the passage for help, but do not suggest.

Vocab. Words	What does the word mean?	Where have you seen this word before?	How might you use this word in your own life?
immigrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
humble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
downsizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
divulged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



/60 = %

Vocabulary Score

Benchmark Assessments Scoring Results

Beginning of the Year

Name: _____ Date: _____

	Fluency (WPM) Score	Comprehension Score	Vocabulary Score
The Unexpected Move			
Chris Hadfield			
World's Weirdest Laws			

If WPM, Comprehension, and Vocabulary Scores are:	<u>Independent Reading Level Range</u>	<u>Instructional Reading Level Range</u>
< 75%	Q-T	T-V
90-95%	L-P	Q-T
> 90%	H-K	L-P

Recommended Independent Level Range: _____

Recommended Instructional Level Range: _____

Benchmark Assessments Scoring Results

Midyear

Name: _____ Date: _____

	Fluency (WPM) Score	Comprehension Score	Vocabulary Score
What's That Smell?			
LaMarcus Thompson			
Reasons to Cancel School			

If WPM, Comprehension, and Vocabulary Scores are:	<u>Independent Reading Level Range</u>	<u>Instructional Reading Level Range</u>
< 75%	Q-T	T-V
90-95%	L-P	Q-T
> 90%	H-K	L-P

Recommended Independent Level Range: _____

Recommended Instructional Level Range: _____

Benchmark Assessments Scoring Results

End of the Year

Name: _____ Date: _____

	Fluency (WPM) Score	Comprehension Score	Vocabulary Score
An Alien Encounter?			
Alexander Fleming			
The Black Plague			

If WPM, Comprehension, and Vocabulary Scores are:	Independent Reading Level Range	Instructional Reading Level Range
< 75%	Q-T	T-V
90-95%	L-P	Q-T
> 90%	H-K	L-P

Recommended Independent Level Range: _____

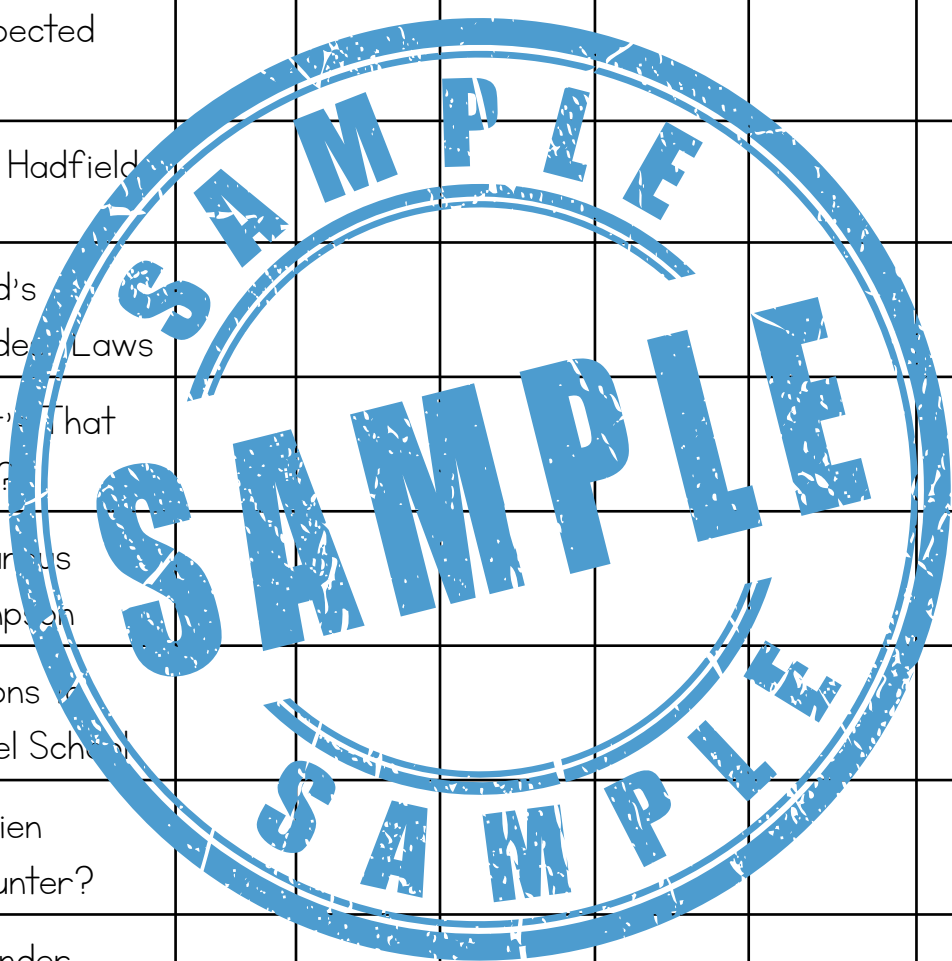
Recommended Instructional Level Range: _____

Benchmark Assessments Scoring Results

All Year

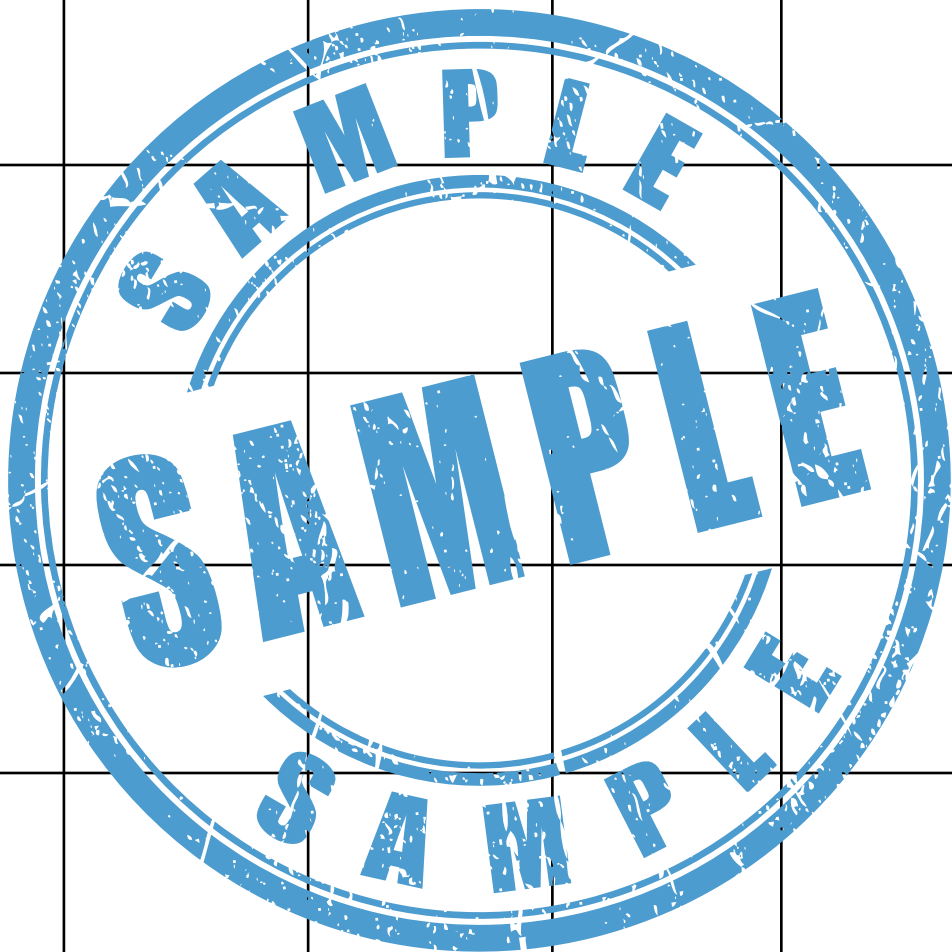
Name: _____ Date: _____

	Date	Fluency (WPM) Score	Self-Correction Rate	Comp. Score	Vocabulary Score	Inst. Level Range	Ind. Level Range
The Unexpected Move							
Chris Hadfield							
World's Weirdest Laws							
What's That Smell?							
LaMarquis Thompson							
Reasons to Cancel School							
An Alien Encounter?							
Alexander Fleming							
The Black Rhino							



Benchmark Assessment Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday



Notes:

Benchmark Assessment Planning Sheet

Month: _____

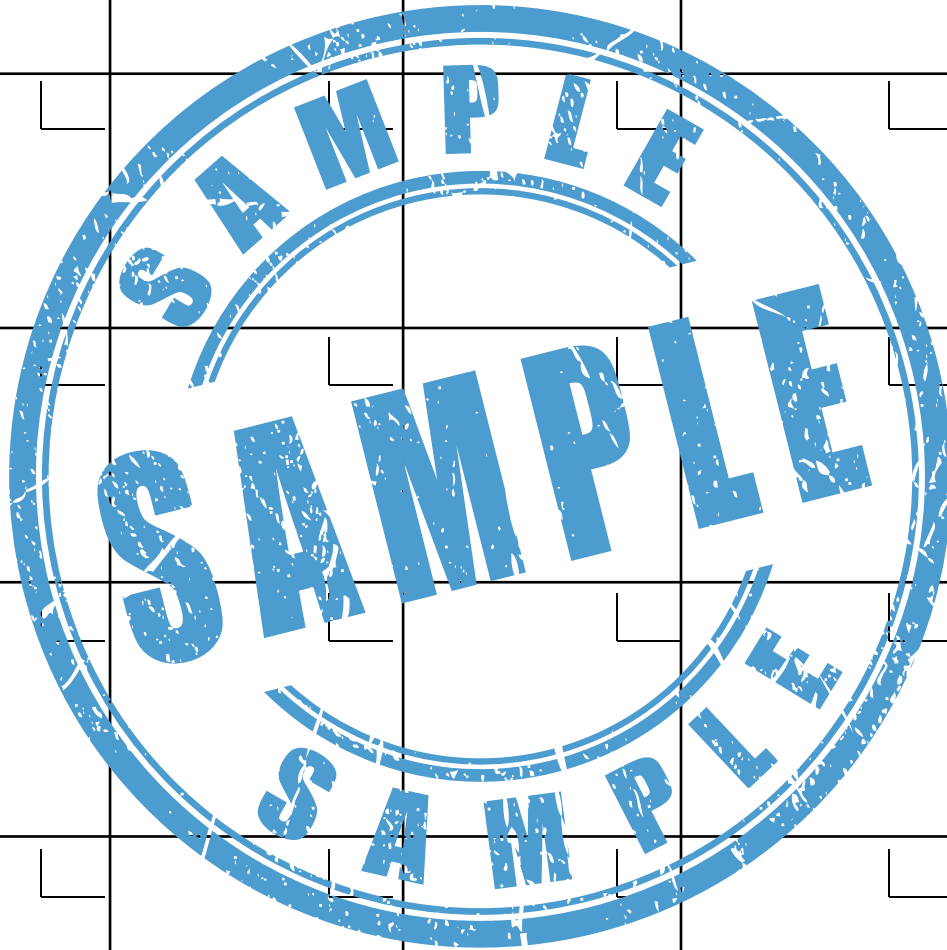
Monday

Tuesday

Wednesday

Thursday

Friday



Notes: