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!

Thank you so much to these amazing artists, whose work is found in this resource!!

Terms of Use:

****** This purchase is for one teacher only. ******

*** This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses.

To share this resource with colleagues you must:

1. Go to 'My TpT' on the top right of your screen
2. Click on 'My Purchases'
3. Click the 'Buy Additional Licenses' button
4. Purchase a discounted license for each colleague you plan to share this resource with

*** The license in not transferrable to another person.

*** If you are a coach, principal, or district interested in a site license, please contact me for a quote at jenbengel5@gmail.com.

*** This resource may not be uploaded to the internet in any form, including classroom/personal websites and network drives.

This Resource is NOT to be:

- Used by an entire grade level, school, or district without purchasing the proper number of licenses.
- Resold or redistributed
- Modified and resold
- Shared on databases, where individuals other than the purchaser have access

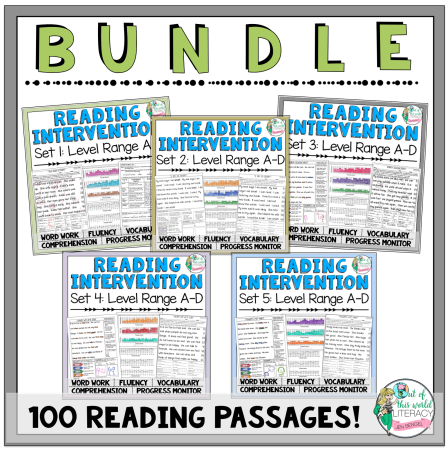
I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!

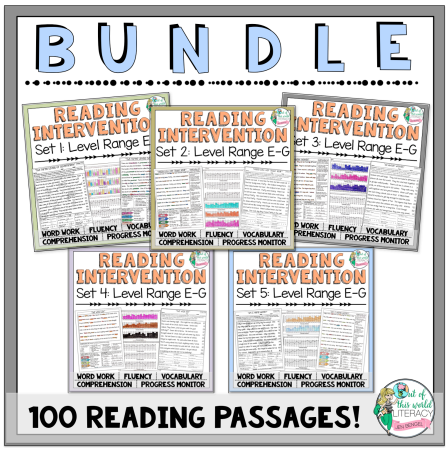
Jen Bengel

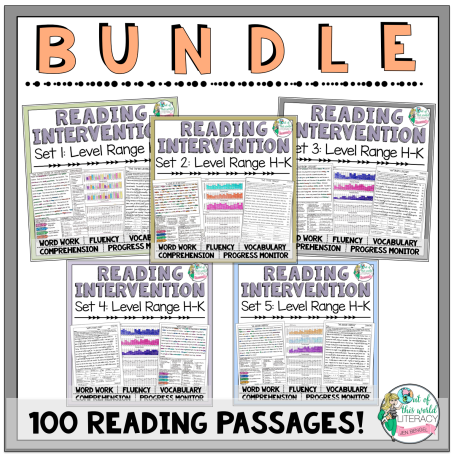
The Intervention Program

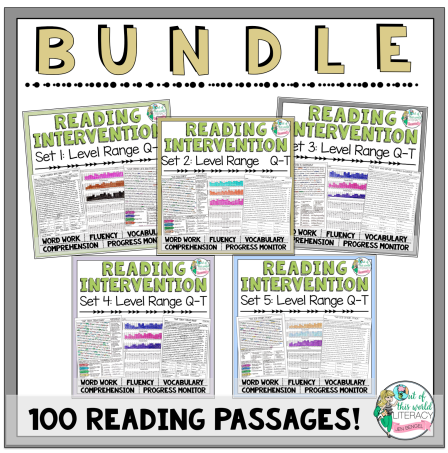
This benchmark assessment is meant to be used to determine students' reading level ranges for the Reading Intervention Program.

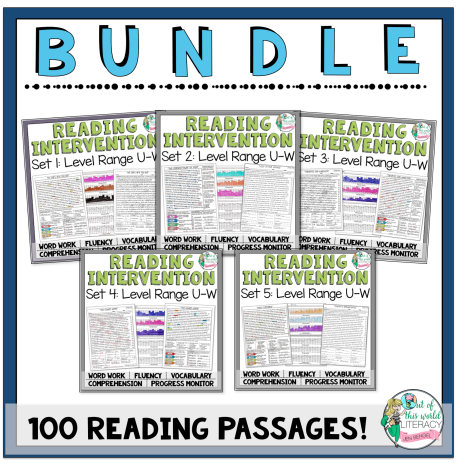
To purchase sets in the program click on the image below:

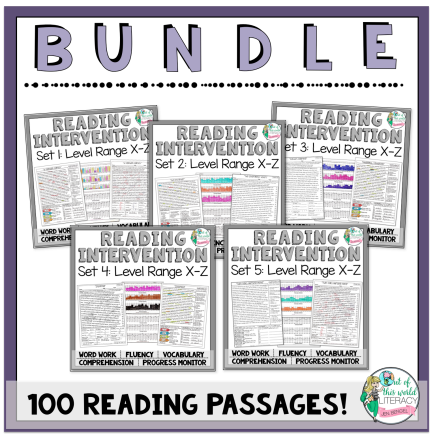


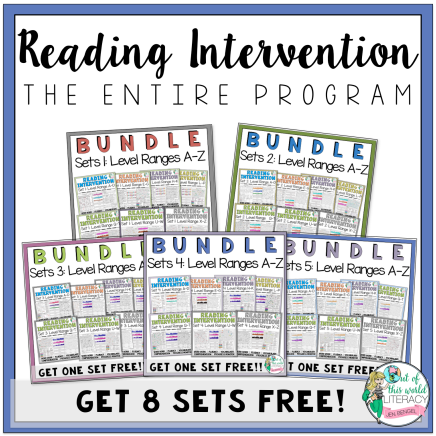












Reading Intervention: Suggested Teaching Levels

*** 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	U-W	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

Copyright: Out of This World Literacy (Jen Bengel)

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 Can Play	71	Fiction	Beginning of the year	1. Remember story ending. 2. Compare text to self. 3. Show understanding of Topic 4. Describe how characters feel.	1. play 2. house 3. happy 4. race 5. fast
2	A Big Job	65	Fiction	Beginning of the year	1. Remember the beginning. 2. Predict what might happen next. 3. Make connections to other texts 4. Share opinions of the text.	1. job 2. fireman 3. people 4. helmet 5. brave
3	Cats	51		Beginning of the year	1. Identify the main idea 2. Identify key details 3. Describe how learning. 4. Share opinions of the text.	1. pets 2. high 3. kittens 4. toes 5. paws

SAMPLE SAMPLE SAMPLE

LEVEL RANGE A-D

Copyright: Out of This World Literacy (Jen Bengel)

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	I Can Write	65	Fiction	Midyear	1. Remember story ending. 2. Compare text to self. 3. Share understanding of [illegible] 4. Describe how characters feel.	1. story 2. long 3. short 4. start 5. teacher
5	Be a Good Reader	55	NF	Midyear	1. Remember the beginning. 2. Predict what might happen next. 3. Make connections to other text. 4. Share opinions of the text.	1. learn 2. practice 3. think 4. pictures 5. smart
6	All About Frogs	72	[illegible]	[illegible]	1. Identify the main idea. 2. Identify key details. 3. Describe new learning. 4. Share opinions of the text.	1. land 2. far 3. insects 4. tongue 5. sticky

SAMPLE

LEVEL RANGE A-D

Copyright: Out of This World Literacy (Jen Bengel)

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 Will Race	71	Fiction	End of Year	1. Remember story ending. 2. Compare text to self. 3. [illegible] understanding of [illegible] 4. Describe how characters feel.	1. race 2. build 3. hope 4. win 5. cheer
8	How Police Help	60	NF	End of Year	1. Remember the beginning. 2. Predict what might happen next. 3. Make connections to other text. 4. Share opinions of the text.	1. safe 2. rules 3. solve 4. crimes 5. night
9	Weather Reading Map	67	F	End of Year	1. Identify the main idea. 2. Identify key details. 3. Describe new learning. 4. Share opinions of the text.	1. map 2. teach 3. looking 4. tell 5. plans

SAMPLE SAMPLE SAMPLE

LEVEL RANGE A-D

Copyright: Out of This World Literacy (Jen Bengel)

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 Oldest Goldfish	107	Fiction	Beginning of the year	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. dreamed 2. decided 3. warned 4. record 5. hope
2	What is a Mammal?	107	Info	Beginning of the year	1. Find facts in the text 2. Form opinions 3. Describe main subject 4. Identify how a text ends	1. type 2. different 3. underground 4. pouch 5. smartest
3	Schools Long Ago	110	Info	Beginning of the year	1. Identify new learning 2. Use background knowledge 3. Ask questions 4. Identify topic sentence	1. imagine 2. benches 3. strict 4. choices 5. library

SAMPLE

LEVEL RANGE E-G

Copyright: Out of This World Literacy (Jen Bengel)

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 Big Secret	117	Fiction	Midyear	1. Find problem and Solution 2. Infer character feeli 3. Find the main idea 4. Find Evidence	1. wished 2. secret 3. half 4. surprise 5. promised
5	All Abou Lions	115	NF	Midyear	1. Find facts in the text 2. Form opini s 3. Describe ain subje 4. Identify text ds.	1. prides 2. roar 3. team 4. share 5. lazy
6	Sign of Spri g				1. Ide y new learning 2. Use background know dge 3. Ask qu stions 4. Iden y topic sen ce	1. signs 2. warmer 3. melts 4. bloom 5. bud

SAMPLE
SAMPLE
SAMPLE

LEVEL RANGE E-G

Copyright: Out of This World Literacy (Jen Bengel)

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 Will Not Eat That	120	Fiction	End of	1. Find problem and Solution 2. [illegible] character [illegible] 3. [illegible] idea 4. Find Evidence	1. vacation 2. fancy 3. picky 4. disgusting 5. globs
8	Ground[illegible] Da[illegible]	109	NF	End of Year	1. Find facts in the [illegible] 2. Form op[illegible] 3. [illegible]scribe [illegible]ain subje[illegible] 4. [illegible]ntify [illegible]d text [illegible]ds.	1. legend 2. ground 3. shadow 4. listen 5. weather
9	Driv[illegible] Ant	115	[illegible]	[illegible]f [illegible]	1. Id[illegible]y new learning 2. Use background knowle[illegible]ge 3. Ask [illegible]ue[illegible]tions 4. [illegible]entify to[illegible] se[illegible]ence	1. dangerous 2. attack 3. moves 4. jungles 5. soldiers

SAMPLE
SAMPLE
SAMPLE

LEVEL RANGE E-G

Copyright: Out of This World Literacy (Jen Bengel)

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	Sophie and Rose	158	Fiction	Beginning of the year	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. behind 2. afford 3. wondered 4. decided 5. acted
2	Ron Clark	160	NF	Beginning of the year	1. Describe main object 2. Critique events 3. Analyze events 4. Draw conclusions	1. famous 2. written 3. passion 4. energy 5. inspired
3	Labor Day	[illegible]	[illegible]	[illegible]	1. Identify new learning 2. Analyze nonfiction features 3. Identify text themes 4. Understand the author's purpose	1. cookouts 2. honor 3. strike 4. bosses 5. remember

SAMPLE
SAMPLE
SAMPLE

LEVEL RANGE H-K

Copyright: Out of This World Literacy (Jen Bengel)

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 Sister is So Mean	169	Fiction	Midyear	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. fake 2. convinced 3. promised 4. chopped 5. revenge
5	George Washington	145	NF	Midyear	1. Describe main subject 2. Critique events 3. Analyze facts 4. Draw conclusions	1. popular 2. freedom 3. traditions 4. control 5. king
6	Go[illegible]as	150	[illegible]	[illegible]ear	1. Identify new learning 2. Analyze nonfiction facts 3. Identify text themes 4. Understand the author's purpose	1. habitats 2. herbivores 3. massive 4. weigh 5. calm

SAMPLE
SAMPLE
SAMPLE

LEVEL RANGE H-K

Copyright: Out of This World Literacy (Jen Bengel)

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	The Swim Team	152	Fiction	End of Year	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. options 2. practice 3. embarrassed 4. complained 5. advice
8	Ruby Bridges	159	NF	End of Year	1. Describe main subject 2. Critique events 3. Analyze [illegible] 4. Draw conclusions	1. different 2. laws 3. attended 4. earned 5. brave
9	All about Grasshoppers	146	[illegible]	End of Year	1. Identify new learning 2. Analyze nonfiction facts 3. Identify text theme 4. Understand the author's purpose	1. raw 2. plants 3. habit 4. crops 5. vibration

SAMPLE
SAMPLE
SAMPLE

LEVEL RANGE H-K

Copyright: Out of This World Literacy (Jen Bengel)

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	Career Day	225	Fiction	Beginning of the year	1. Critique events 2. Predict 3. Make connections 4. Analyze characters	1. ecstatic 2. stressed 3. judge 4. ridiculous 5. waddled
2	J.K. Rowling	230	NF	Beginning of the year	1. Find the main idea 2. Interpret information 3. Identify setting(s) 4. Find evidence within the text	1. sensation 2. published 3. poverty 4. translated 5. determination
3	The Giant Panda	224	NF	Beginning of the year	1. Compare new information to old 2. Identify key details. 3. Cause and effect 4. Apply new learning	1. disturbances 2. dense 3. habitat 4. endangered 5. entirely

SAMPLE SAMPLE SAMPLE

LEVEL RANGE L-P

Copyright: Out of This World Literacy (Jen Bengel)

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	Jake at Bat	242	Fiction	Midyear	1. Critique events 2. Predict 3. Make connections 4. Analyze characters	1. smashing 2. chanting 3. realized 4. intimidated 5. depressed
5	Earth Day	228	Fiction	Midyear	1. Find the main idea 2. Interpret information 3. Identify text setting(s) 4. Find evidence within the text	1. celebrate 2. preserve 3. promote 4. conversations 5. enjoying
6	All About Chickens	241	Nonfiction	Midyear	1. Connect new information to old 2. Identify key details. 3. Cause and effect 4. Apply new learning	1. raising 2. depends 3. tame 4. scraps 5. backwards

SAMPLE

LEVEL RANGE L-P

Copyright: Out of This World Literacy (Jen Bengel)

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	Janelle Gets Published	230	Fiction	End of Year	1. Critique events 2. Predict 3. [illegible] connections 4. Analyze characters	1. favorite 2. voices 3. especially 4. impressed 5. opposite
8	All About Honey Bees	234	NF	End of Year	1. Find the main idea 2. Interpret information 3. Identify [illegible] setting(s) 4. [illegible] evidence within the text	1. produces 2. famous 3. identify 4. average 5. necessity
9	Who is a Garden Gnome?	214	[illegible]	[illegible] of Year	1. Compare new information to old 2. Identify key details 3. Cause and effect 4. Apply new learning	1. statues 2. myth 3. magical 4. protection 5. thieves

SAMPLE
SAMPLE
SAMPLE

LEVEL RANGE L-P

Copyright: Out of This World Literacy (Jen Bengel)

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*

Total Words Read	-	Errors	=	Words Correct

Step Two: *Calculate Words per Minute*

Words Correct	÷	Total Words Read	X 100 =	wpm

Words per minute

SAMPLE

Enter Scores Below:

Step One:

	-		=	
Total words read		Errors		Words Correct

Step Two:

	÷		X 100 =	%
Total words read correctly		Total Words Read		wpm

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark Comprehension Scoring

/20 = ____%

Comprehension Score

If Comprehension Score is...	Independent Reading Level Range	Instructional Reading Level Range
> 95%	A-D	E-G
90-95%	Pre-primer	A-D
< 90%	-	Pre-primer

SAMPLE

Benchmark Vocabulary Scoring

/6 = ____%

Vocabulary Score

If Vocabulary Score is...	Independent Reading Level Range	Instructional Reading Level Range
> 95%	A-D	E-G
90-95%	Pre-primer	A-D
< 90%	-	Pre-primer

SAMPLE

LEVEL RANGE A_D

Copyright: Out of This World Literacy (Jen Bengel)

Passage One Level Range A-D : I Can Play

Oral Reading Assessment One

Directions before and during reading:

•Say to the student,

•"You are going to read a short story for me today. I am going to be taking notes as you read. I want you to do your best reading and think carefully about what is happening in the story. After you are finished reading I am going to ask you some questions, so do your best thinking as you are reading."

•Read the title of the story and ask for information

•Say, "The story you are going to read is called, "I Can Play"

•"It is about a boy named . He loves to play at his house with his mom and dad. Let's read the story to find out what kinds of things he likes to play."

•"Are you ready to read? This will be fun!"

•Instruct the student to read the passage aloud.

Directions after reading:

•After reading, ask the following question:

•"Tell me everything you remember about this story."

•If the student gives a minimal answer, prompt the student by asking...

•"Can you tell me a little more?"

•"Can you say a little more about that?

•"Tell me more."

•Write the student's answers for each comprehension question then score each response.

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

•A Few Reminders:

•After asking each question, wait at least 5 seconds for a response.

•If the student still has no response, repeat the exact question.

•Wait 5 more seconds. If the student has no response try rewording the question.

•The student should NOT be penalized for the amount of time it takes to answer the questions or because the instructor has to rephrase the questions.

SAMPLE SAMPLE SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

"I can play"

Teacher Page

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.

I am Max. I can play. I like to play.	10
Playing is fun. I can play with my	18
mom. I can play with my dad. I am	27
happy when I play. I like to play at	36
my house. My dad likes to race! He is	45
so fast. I try to win, but he is too	55
fast. We still have fun when we play.	63
I wish I could play all day long.	71

SAMPLE

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

71	-		=	
Total words read		Total Errors		Words Correct

	÷	71	X	100 =		%
Total words read correctly		Total Words Read			WPM	

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark 1: Levels A-D

"I can play"

I am Max. I can play. I like to play.

Playing is fun. I can play with my mom.

I can play with my dad. I am happy

when I play. I like to play at my house.

My dad likes to race! He is so fast. I

try to win, but he is too fast. We still

have fun when we play.

I wish I could play

all day long.

SAMPLE
SAMPLE
SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

I Can Play

Comprehension Scoring Rubric

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

1	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(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...		
Remember Story Ending	What happened at the end of the story?		
Compare Text to Self	How is this story the same as your own life?		
Share Understanding of Topic	Tell me everything you know about playing.		
Describe how Characters Feel	How does Max feel in the story? How do you know?		

SAMPLE SAMPLE SAMPLE

/20 = ____ %

Comprehension Score

Copyright: Out of This World Literacy (Jen Bengel)

I Can Play

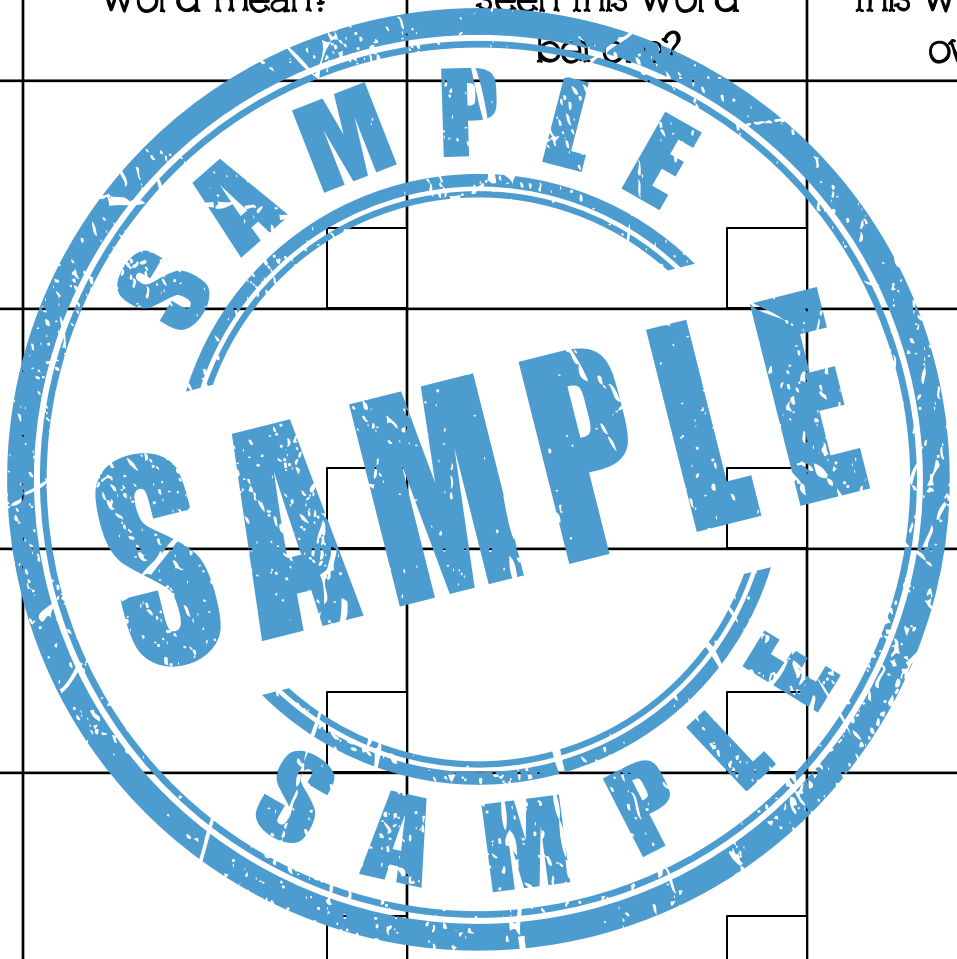
Vocabulary Scoring Rubric

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	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(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?
play			
house			
happy			
race			
fast			



/60 = ____ %

Vocabulary Score

Benchmark 1: Levels A-D

Copyright: Out of This World Literacy (Jen Bengel)

"J.K. Rowling"

Teacher Page

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.

J.K. Rowling was born on July 31, 1965 in Yate, England. As a little girl, she loved to read	19
books! Today, Rowling is famous for writing the Harry Potter book series. She got the	34
idea for the Harry Potter books w[illegible] to London in 1990. She spend	51
five years planning out th[illegible] seven books in the Harry Potter series. She didn't become	66
a writing sensation until 1999. That is when the first three books of the seven-book	81
series were the first three books on the New York Times Best-seller list. Writing the	96
books wasn't always easy for Rowling. She had a young daughter. They were living in	111
poverty. She was struggling to pay her bills. R[illegible] found any chance she could to	126
write. After the first book was fin[illegible] book [illegible] time for a publishing company to	143
accept the i[illegible] Ma[illegible] said no, finally [illegible] agreed to publish it. In 199[illegible] the book	160
was being translated [illegible] other languages. Thousands of people began sending her fan	173
mail from around the world. Since then her books have broken many records. One of	188
her books became the fastest selling book ever in history. It sold 2.65 million copies in	203
the first 24 hours! The Harry Potter series is now published in 78 languages with over	219
450 million copies sold. Rowling's hard work and determination paid off!	230

SAMPLE SAMPLE SAMPLE

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

230	-		=	
Total words read		Total Errors		Words Correct

	÷	230	X	100 =		%
Total words read correctly		Total Words Read			WPM	

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark 2: Levels L-P

"J.K. Rowling"

J.K. Rowling was born on July 31, 1965 in Yate, England. As a little girl, she loved to read books! Today, Rowling is famous for writing the Harry Potter book series. She got the idea for the Harry Potter books while riding on a train to London in 1990. She spend five years planning out the seven books in the Harry Potter series. She didn't become a writing sensation until 1999. That is when the first three books in the [illegible] were the first three books on the New York Times [illegible] list. Writing the books wasn't always easy for Rowling. She had a young daughter. They were living in poverty. She was struggling to pay her bills. Rowling found any chance she could to write. After the first book was finished it took a long time for a publishing company to accept the book. Many said no. Finally a company agreed to publish it. In 1997 the book was being translated into other languages. Thousands of people began sending her fan mail from around the world. Since then her books have broken many records. One of her books became the fastest-selling book ever in history. It sold 7.65 million copies in the first 24 hours! The Harry Potter series is now published in 73 languages with over 450 million copies sold. Rowling's hard work and determination paid off!

SAMPLE
SAMPLE
SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

J.K. Rowling

Comprehension Scoring Rubric

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

1	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(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...		
Find the Main Idea	What is the main idea in the text? How do you know?		
Interpret Information	How do you think it was for J.K. Rowling when she was living in poverty?		
Identify Text Setting(s)	Describe the different settings from J.K. Rowling's life.		
Find Evidence within the Text	What evidence is in the text that tells you Harry Potter books are popular?		

SAMPLE SAMPLE SAMPLE

/20 = _____ %

Comprehension Score

Benchmark 2: Levels L-P

Copyright: Out of This World Literacy (Jen Bengel)

J.K. Rowling

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	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(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?
sensation			
published			
poverty			
translated			
determination			

SAMPLE SAMPLE SAMPLE

/60 = ____ %

Vocabulary Score

Benchmark 2: Levels L-P

Copyright: Out of This World Literacy (Jen Bengel)

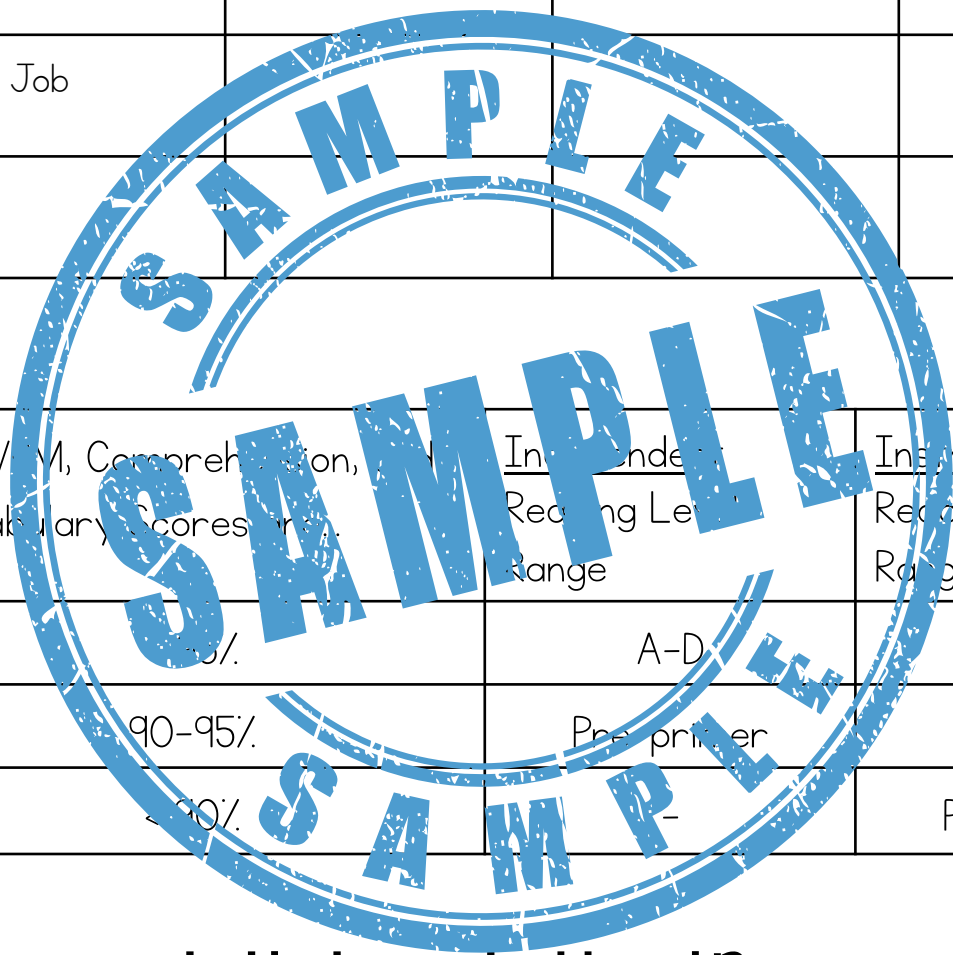
Benchmark Assessments Scoring Results

Beginning of the Year

Name: _____ Date: _____

	Fluency (WPM) Score	Comprehension Score	Vocabulary Score
I Can Play			
A Big Job			
Cats			

If WPM, Comprehension, Vocabulary Scores are...	Independent Reading Level Range	Instructional Reading Level Range
[illegible]%	A-D	E-G
90-95%	Pre-primer	A-D
[illegible]%	-	Pre-primer



Recommended Independent Level Range: _____

Recommended Instructional Level Range: _____

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark Assessments Scoring Results

Midyear

Name: _____ Date: _____

	Fluency (WPM) Score	Comprehension Score	Vocabulary Score
I Can Write			
Be a Good Reader			
All About Frogs			

If WPM, Comprehension, Vocabulary Scores are...	Independent Reading Level Range	Instructional Reading Level Range
[illegible]%	A-D	E-G
90-95%	Pre-primer	A-D
[illegible]%	-	Pre-primer

SAMPLE SAMPLE SAMPLE

Recommended Independent Level Range: _____

Recommended Instructional Level Range: _____

Copyright: Out of This World Literacy (Jen Bengel)

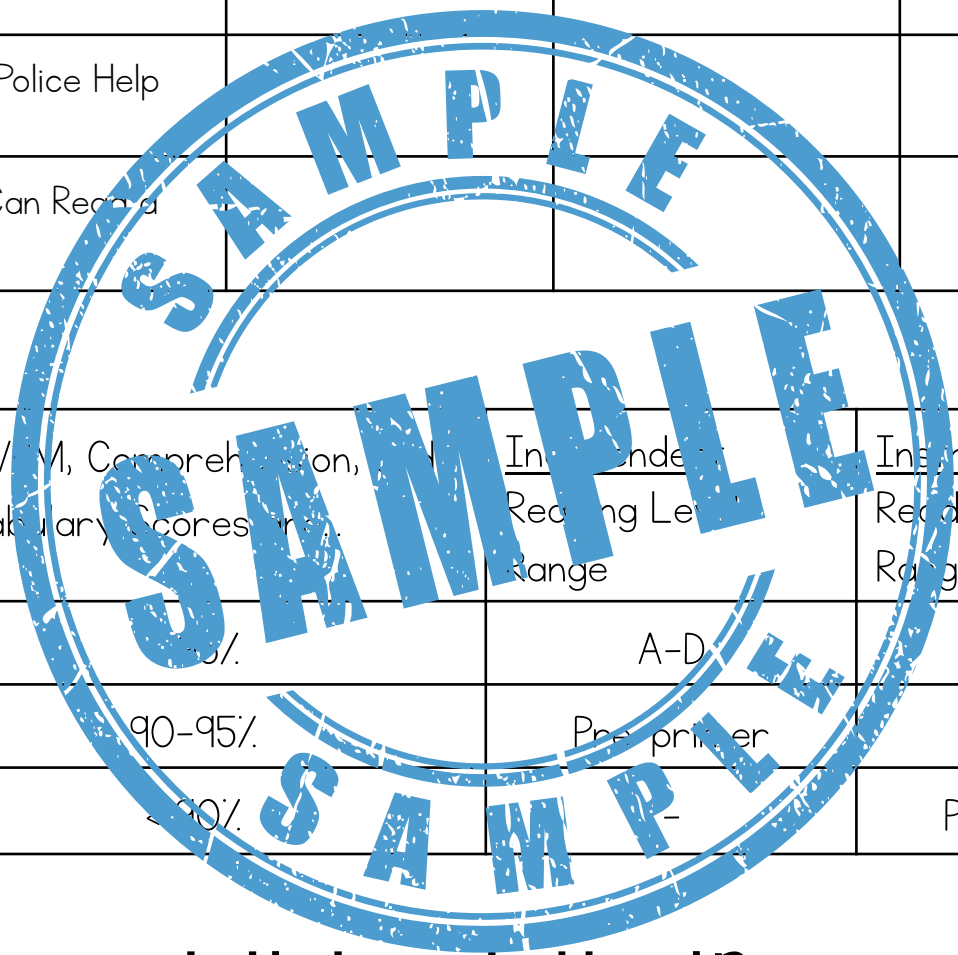
Benchmark Assessments Scoring Results

End of the Year

Name: _____ Date: _____

	Fluency (WPM) Score	Comprehension Score	Vocabulary Score
I Will Race			
How Police Help			
We Can Read a Map			

If WPM, Comprehension, Vocabulary Scores are...	Independent Reading Level Range	Instructional Reading Level Range
[illegible]%	A-D	E-G
90-95%	Pre-primer	A-D
[illegible]90%	-	Pre-primer



Recommended Independent Level Range: _____

Recommended Instructional Level Range: _____

Copyright: Out of This World Literacy (Jen Bengel)

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
I Can Play							
A Big Job							
Cats							
I Can W[illegible]te							
Be a G[illegible]od Reade[illegible]							
All Abo[illegible]t Frogs							
I Will Race							
How Police Help							
We Can Read a Map							

SAMPLE
SAMPLE
SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark Assessment Data

Beginning of the Year

Students	Date	Level Range Assessed	Oral Reading /.	Self-Correction Rate	Comp. /.	Vocab. /.	Independent Level Range	Instructional Level Range

SAMPLE
SAMPLE
SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark Assessment Data

Midyear

Students	Date	Level Range Assessed	Oral Reading /.	Self-Correction Rate	Comp. /.	Vocab. /.	Independent Level Range	Instructional Level Range

SAMPLE
SAMPLE
SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark Assessment Data

End of the Year

Students	Date	Level Range Assessed	Oral Reading /.	Self-Correction Rate	Comp. /.	Vocab. /.	Independent Level Range	Instructional Level Range

SAMPLE
SAMPLE
SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark Assessment Data

Student: _____

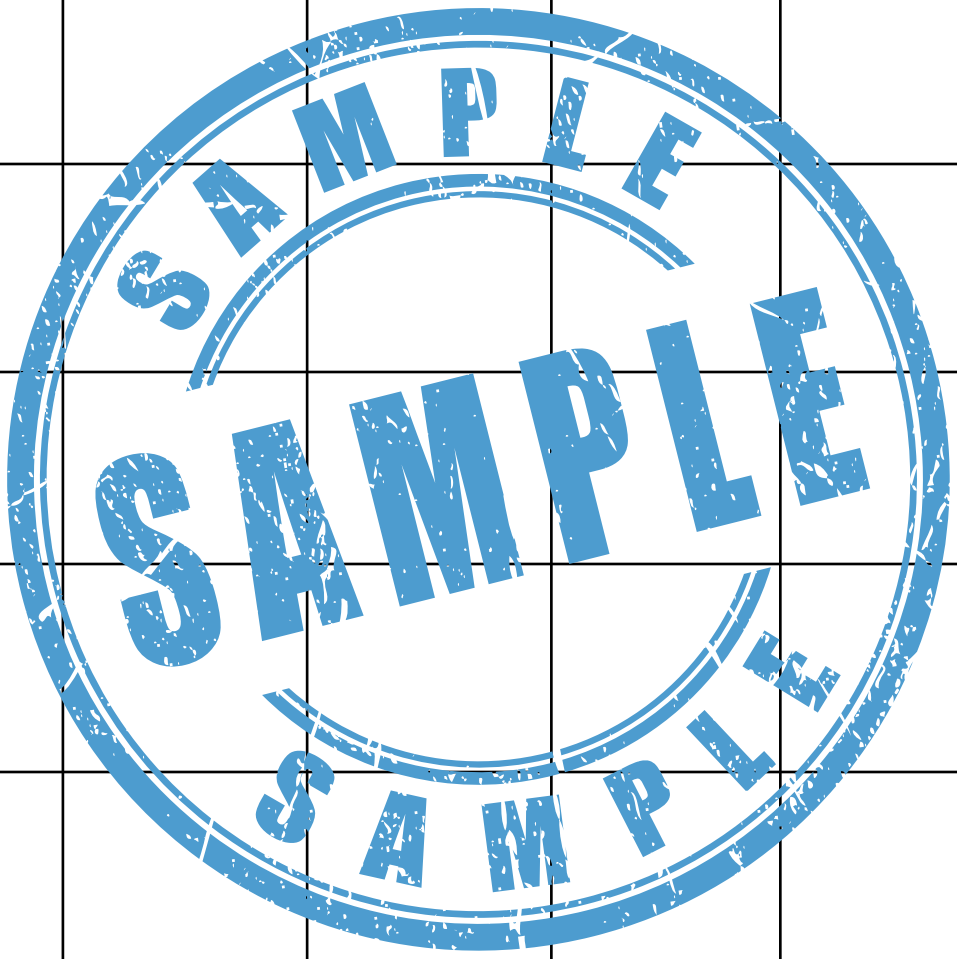
Date	Passage Title	Level Range	Oral Reading %	Self-Correction Rate	Comp. %	Vocab. %	Inst.. Level Range	Ind. Level Range

SAMPLE
SAMPLE
SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark Assessment Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday



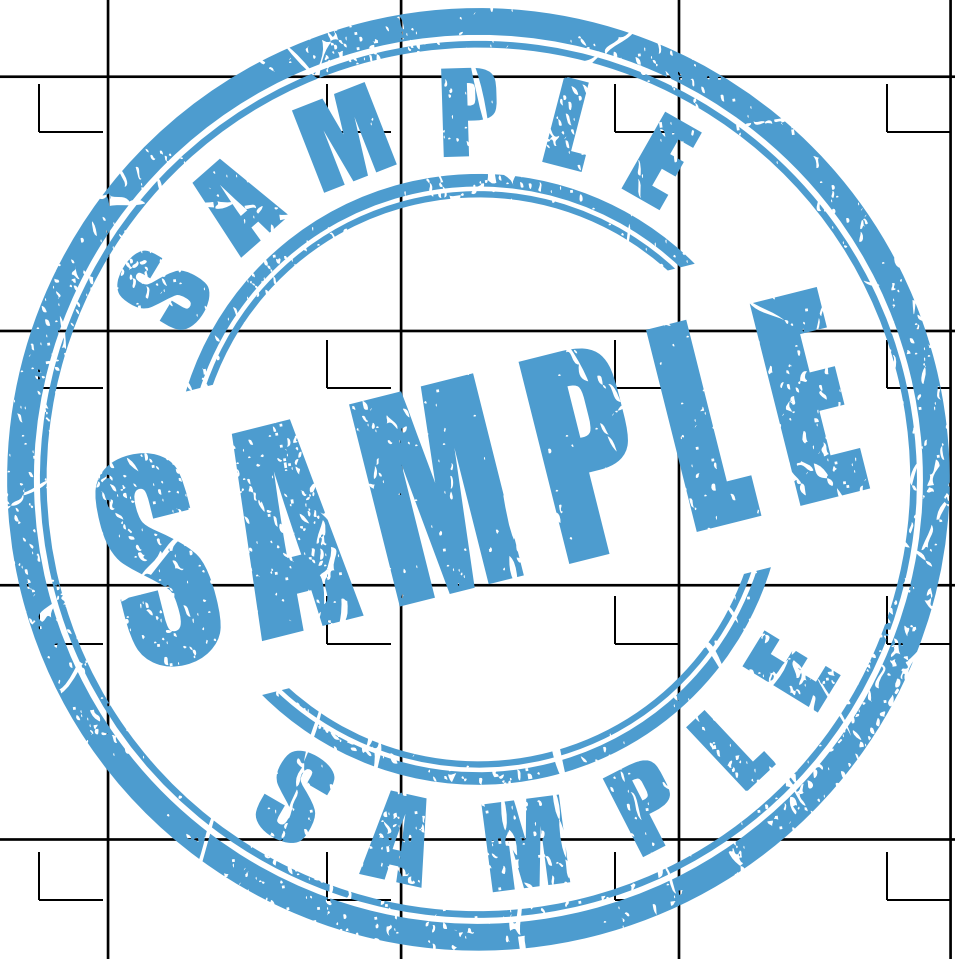
Notes:

Copyright: Out of This World Literacy (Jen Bengel)

Benchmark Assessment Planning Sheet

Month: _____

Monday	Tuesday	Wednesday	Thursday	Friday



Notes:

Copyright: Out of This World Literacy (Jen Bengel)