

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!!



MELONHEADZ ILLUSTRATING
Nikki Shop TPT LLC
Talent Bundles
Pencils TOU
Download Freebies
Stores Exciting
Coupons Giveaways
Friends Paper Wordies
Addicts
Foundation Adorable
SALES Doodles BLOG
Makes Me Smile
Kidlettes FUN clipart



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 is 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:

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!

This bundle contains five sets of reading intervention materials, each with 20 passages. The sets are: Set 1 (Level Range A), Set 2 (Level Range A-D), Set 3 (Level Range A-D), Set 4 (Level Range A-D), and Set 5 (Level Range A-D). Each passage includes word work, fluency, vocabulary, and comprehension sections, along with a progress monitor.

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!

This bundle contains five sets of reading intervention materials, each with 20 passages. The sets are: Set 1 (Level Range E), Set 2 (Level Range E-G), Set 3 (Level Range E-G), Set 4 (Level Range E-G), and Set 5 (Level Range E-G). Each passage includes word work, fluency, vocabulary, and comprehension sections, along with a progress monitor.

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!

This bundle contains five sets of reading intervention materials, each with 20 passages. The sets are: Set 1 (Level Range H), Set 2 (Level Range H-K), Set 3 (Level Range H-K), Set 4 (Level Range H-K), and Set 5 (Level Range H-K). Each passage includes word work, fluency, vocabulary, and comprehension sections, along with a progress monitor.

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!

This bundle contains five sets of reading intervention materials, each with 20 passages. The sets are: Set 1 (Level Range L), Set 2 (Level Range L-P), Set 3 (Level Range L-P), Set 4 (Level Range L-P), and Set 5 (Level Range L-P). Each passage includes word work, fluency, vocabulary, and comprehension sections, along with a progress monitor.

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!

This bundle contains five sets of reading intervention materials, each with 20 passages. The sets are: Set 1 (Level Range Q), Set 2 (Level Range Q-T), Set 3 (Level Range Q-T), Set 4 (Level Range Q-T), and Set 5 (Level Range Q-T). Each passage includes word work, fluency, vocabulary, and comprehension sections, along with a progress monitor.

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!

This bundle contains five sets of reading intervention materials, each with 20 passages. The sets are: Set 1 (Level Range U), Set 2 (Level Range U-W), Set 3 (Level Range U-W), Set 4 (Level Range U-W), and Set 5 (Level Range U-W). Each passage includes word work, fluency, vocabulary, and comprehension sections, along with a progress monitor.

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!

This bundle contains five sets of reading intervention materials, each with 20 passages. The sets are: Set 1 (Level Range X-Z), Set 2 (Level Range X-Z), Set 3 (Level Range X-Z), Set 4 (Level Range X-Z), and Set 5 (Level Range X-Z). Each passage includes word work, fluency, vocabulary, and comprehension sections, along with a progress monitor.

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!

GET 8 SETS FREE!

This advertisement promotes the entire Reading Intervention program. It features a central graphic with the text 'Reading Intervention THE ENTIRE PROGRAM' and five smaller bundle images labeled 'BUNDLE Sets 1 Level Ranges A-Z' through 'BUNDLE Sets 5 Level Ranges A-Z'. Below the bundles, it says 'GET ONE SET FREE!' and 'GET 8 SETS FREE!'.

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	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	69	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	57	Fiction	Beginning of the year	1. Identify the main idea. 2. Identify key details. 3. Describe new learning. 4. Share opinions of the text.	1. pets 2. high 3. kittens 4. toes 5. paws

LEVEL RANGE A-D

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	<ol style="list-style-type: none"> 1. Remember story ending. 2. Compare text to self. 3. Share understanding of text. 4. Describe how characters feel. 	<ol style="list-style-type: none"> 1. story 2. long 3. short 4. start 5. teacher
5	Be a Good Reader	55	Non-Fiction	Midyear	<ol style="list-style-type: none"> 1. Remember the beginning. 2. Predict what might happen next. 3. Make comparisons to other texts. 4. Share opinions of the text. 	<ol style="list-style-type: none"> 1. learn 2. practice 3. think 4. pictures 5. smart
6	All About Frogs	72	Non-Fiction	Midyear	<ol style="list-style-type: none"> 1. Identify the main idea. 2. Identify key details. 3. Describe new learning. 4. Share opinions of the text. 	<ol style="list-style-type: none"> 1. land 2. far 3. insects 4. tongue 5. sticky

LEVEL RANGE A-D

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	<ol style="list-style-type: none"> 1. Remember story ending. 2. Compare text to self. 3. Show understanding of text. 4. Describe how characters feel. 	<ol style="list-style-type: none"> 1. race 2. build 3. hope 4. win 5. cheer
8	How Police Help	60	Non-Fiction	End of Year	<ol style="list-style-type: none"> 1. Remember the beginning. 2. Predict what might happen next. 3. Make connections to other texts. 4. Share opinions of the text. 	<ol style="list-style-type: none"> 1. safe 2. rules 3. solve 4. crimes 5. night
9	Western Reading Map	27	Fiction	End of Year	<ol style="list-style-type: none"> 1. Identify the main idea. 2. Identify key details. 3. Describe new learning. 4. Share opinions of the text. 	<ol style="list-style-type: none"> 1. map 2. teach 3. looking 4. tell 5. plans

LEVEL RANGE A-D

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 Mammoth?	161	MF	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	MF	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

LEVEL RANGE E-G

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	<ol style="list-style-type: none"> 1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence 	<ol style="list-style-type: none"> 1. wished 2. secret 3. half 4. surprise 5. promised
5	All About Lions	115	Non-Fiction	Midyear	<ol style="list-style-type: none"> 1. Find facts in the text 2. Form opinions 3. Describe main subject 4. Identify main text words. 	<ol style="list-style-type: none"> 1. prides 2. roar 3. team 4. share 5. lazy
6	Signs of Spring	115	Non-Fiction	Midyear	<ol style="list-style-type: none"> 1. Identify new meaning 2. Use background knowledge 3. Ask questions 4. Identify topic sentence 	<ol style="list-style-type: none"> 1. signs 2. warmer 3. melts 4. bloom 5. bud

LEVEL RANGE E-G

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	<ol style="list-style-type: none"> 1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence 	<ol style="list-style-type: none"> 1. vacation 2. fancy 3. picky 4. disgusting 5. globs
8	Groundhog Day	109	NF	End of Year	<ol style="list-style-type: none"> 1. Find facts in the text 2. Form opinions 3. Describe main subject 4. Identify text ends. 	<ol style="list-style-type: none"> 1. legend 2. ground 3. shadow 4. listen 5. weather
9	Drive-By Attack	115	Fiction	End of Year	<ol style="list-style-type: none"> 1. Identify new learning 2. Use background knowledge 3. Ask questions 4. Identify topic sentence 	<ol style="list-style-type: none"> 1. dangerous 2. attack 3. moves 4. jungles 5. soldiers

LEVEL RANGE E-G

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 subject 2. Critique events 3. Analyze facts 4. Draw conclusions	1. famous 2. written 3. passion 4. energy 5. inspired
3	Labor Day	191	NF	Beginning of the year	1. Identify new learning 2. Analyze nonfiction facts 3. Identify text themes 4. Understand the author's purpose	1. cookouts 2. honor 3. strike 4. bosses 5. remember

LEVEL RANGE H-K

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	<ol style="list-style-type: none"> 1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters 	<ol style="list-style-type: none"> 1. fake 2. convinced 3. promised 4. chopped 5. revenge
5	George Washington	145	NF	Midyear	<ol style="list-style-type: none"> 1. Describe main subject 2. Critique events 3. Analyze facts 4. Draw conclusions 	<ol style="list-style-type: none"> 1. popular 2. freedom 3. traditions 4. control 5. king
6	Goatias	150	NF	Midyear	<ol style="list-style-type: none"> 1. Identify new learning 2. Analyze non-fiction facts 3. Identify text themes 4. Understand the author's purpose 	<ol style="list-style-type: none"> 1. habitats 2. herbivores 3. massive 4. weigh 5. calm

LEVEL RANGE H-K

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	Nonfiction	End of Year	1. Describe main subject 2. Critique events 3. Analyze events 4. Draw conclusions	1. different 2. laws 3. attended 4. earned 5. brave
9	All about Grasshoppers	146	Nonfiction	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

LEVEL RANGE H-K

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	<ol style="list-style-type: none"> 1. Critique events 2. Predict 3. Make connections 4. Analyze characters 	<ol style="list-style-type: none"> 1. ecstatic 2. stressed 3. judge 4. ridiculous 5. waddled
2	J.K. Rowling	230	NF	Beginning of the year	<ol style="list-style-type: none"> 1. Find the main idea 2. Interpret information 3. Identify setting(s) 4. Find evidence within the text 	<ol style="list-style-type: none"> 1. sensation 2. published 3. poverty 4. translated 5. determination
3	The Giant Panda	224	NF	Beginning of the year	<ol style="list-style-type: none"> 1. Compare new information to old 2. Identify key details 3. Cause and effect 4. Apply new learning 	<ol style="list-style-type: none"> 1. disturbances 2. dense 3. habitat 4. endangered 5. entirely

LEVEL RANGE L-P

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	<ol style="list-style-type: none"> 1. Critique events 2. Predict 3. Make connections 4. Analyze characters 	<ol style="list-style-type: none"> 1. smashing 2. chanting 3. realized 4. intimidated 5. depressed
5	Earth Day	228	Non-Fiction	Midyear	<ol style="list-style-type: none"> 1. Find the main idea 2. Interpret information 3. Identify text setting(s) 4. Find evidence within the text 	<ol style="list-style-type: none"> 1. celebrate 2. preserve 3. promote 4. conversations 5. enjoying
6	All About Chickens	237	Non-Fiction	Midyear	<ol style="list-style-type: none"> 1. Connect new information to old 2. Identify key details. 3. Cause and effect 4. Apply new learning 	<ol style="list-style-type: none"> 1. raising 2. depends 3. tame 4. scraps 5. backwards

LEVEL RANGE L-P

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. Make connections 4. Analyze characters	1. favorite 2. voices 3. especially 4. impressed 5. opposite
8	All About Honey Bees	234	Non-Fiction	End of Year	1. Find the main idea 2. Interpret information 3. Identify setting(s) 4. Find evidence within the text	1. produces 2. famous 3. identify 4. average 5. necessity
9	Who is a Garden Gnome?	214	Non-Fiction	End 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

LEVEL RANGE L-P

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 what 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 connections 2. Analyze characters 3. Make inferences 4. Compare and contrast 	<ol style="list-style-type: none"> 1. numerous 2. addicted 3. initially 4. intrigued 5. assumed
8	Alexander Fleming	286	Non-Fiction	End of Year	<ol style="list-style-type: none"> 1. Identify supporting details 2. Infer other meanings 3. Form opinions of subject 4. Compare and contrast 	<ol style="list-style-type: none"> 1. studious 2. ambitions 3. temporary 4. infections 5. recommended
9	The Black Rhinos	279	Non-Fiction	End of 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. fascinating 2. herbivores 3. generations 4. nurturing 5. 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:

$$\boxed{} - \boxed{} = \boxed{}$$

Total words read Errors Words Correct

Step Two:

$$\boxed{} \div \boxed{} \times 100 = \frac{}{} \%$$

Total words read correctly Total Words Read 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%	A-D	E-G
90-95%	Pre-primer	A-D
< 90%	-	Pre-primer

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%	A-D	E-G
90-95%	Pre-primer	A-D
< 90%	-	Pre-primer

LEVEL RANGE A-D

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 a brief introduction.
 - Say, “The story you are going to read is called, ‘I Can Play’”
 - “It is about a boy named [redacted]. He likes 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 questions.
 - “Tell me everything you remember about this story.”
- If the student gives an initial 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	3	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.

"I Can Play"

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

$$\boxed{} + \boxed{} = \boxed{} \cdot \boxed{} = \boxed{}$$

Total Errors Total Self Corrections Total Self Corrections Self Correction Rate

$$\boxed{71} - \boxed{} = \boxed{}$$

Total words read Total Errors Words Correct

$$\boxed{} \div \boxed{71} \times 100 = \underline{} \%$$

Total words read correctly Total Words Read WPM

"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 race.

I wish I could play

all day long.



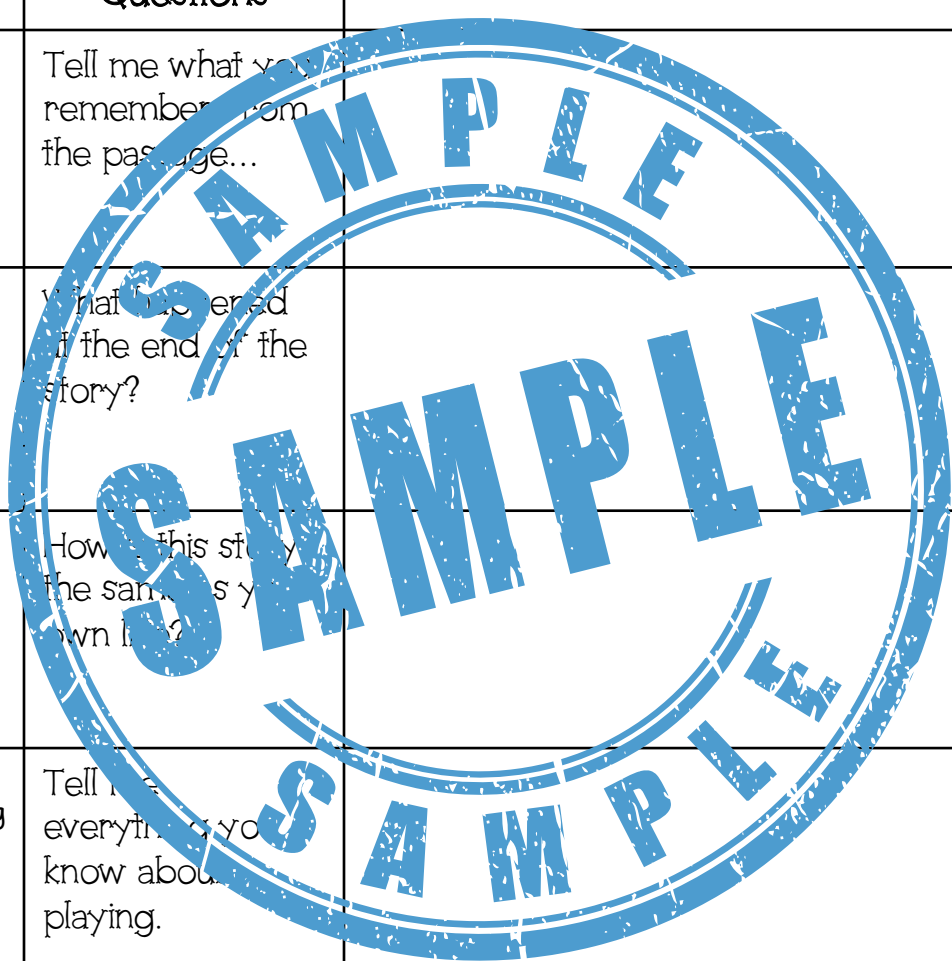
Comprehension Scoring Rubric

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...		
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?		



/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)

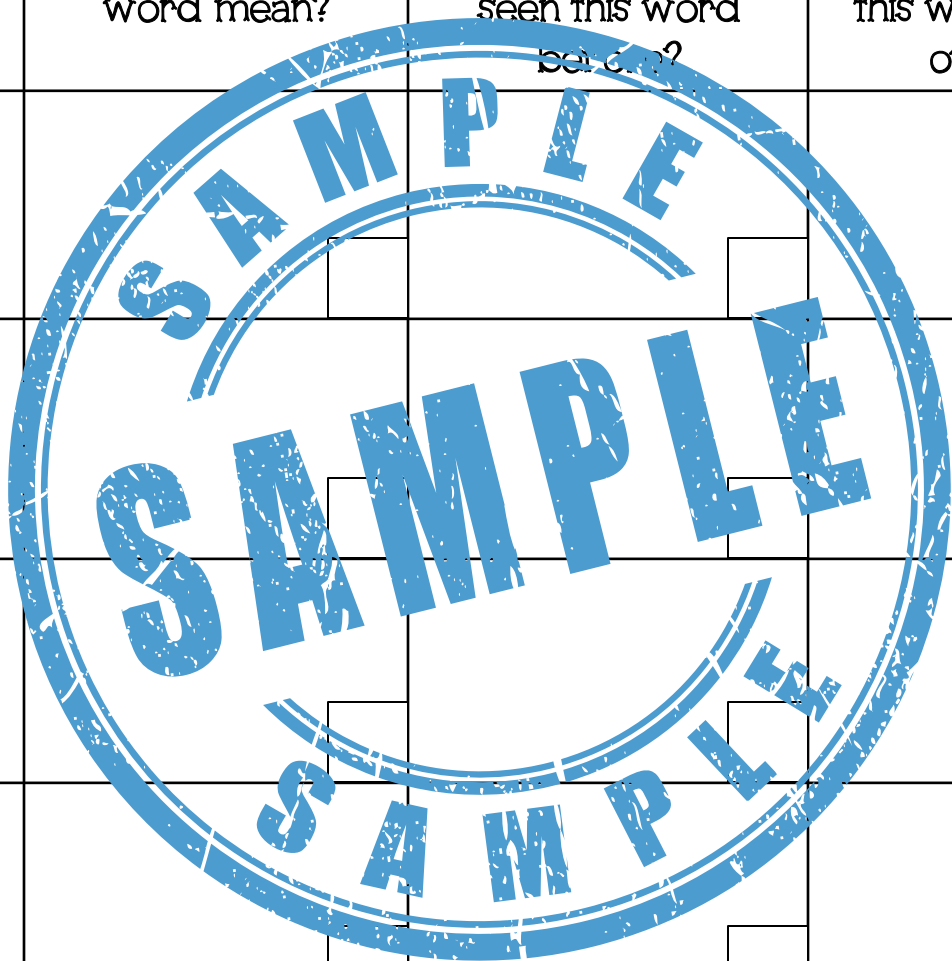
2
(Partial)

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?
play			
house			
happy			
race			
fast			



/60 = %

Vocabulary Score

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, and Vocabulary Scores are:	<u>Independent Reading Level Range</u>	<u>Instructional Reading Level Range</u>
< 75%	A-D	E-G
90-95%	Pre-primer	A-D
> 90%	-	Pre-primer

Recommended Independent Level Range: _____

Recommended Instructional Level Range: _____

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 W, M, Comprehension, Vocabulary Scores are:	Independent Reading Level Range	Instructional Reading Level Range
< 75%	A-D	E-G
90-95%	Pre-primer	A-D
< 90%	-	Pre-primer

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
I Will Race			
How Police Help			
We Can Read a Map			

If WPM, Comprehension, and Vocabulary Scores are:	<u>Independent Reading Level Range</u>	<u>Instructional Reading Level Range</u>
< 75%	A-D	E-G
90-95%	Pre-primer	A-D
< 90%	-	Pre-primer

Recommended Independent Level Range: _____

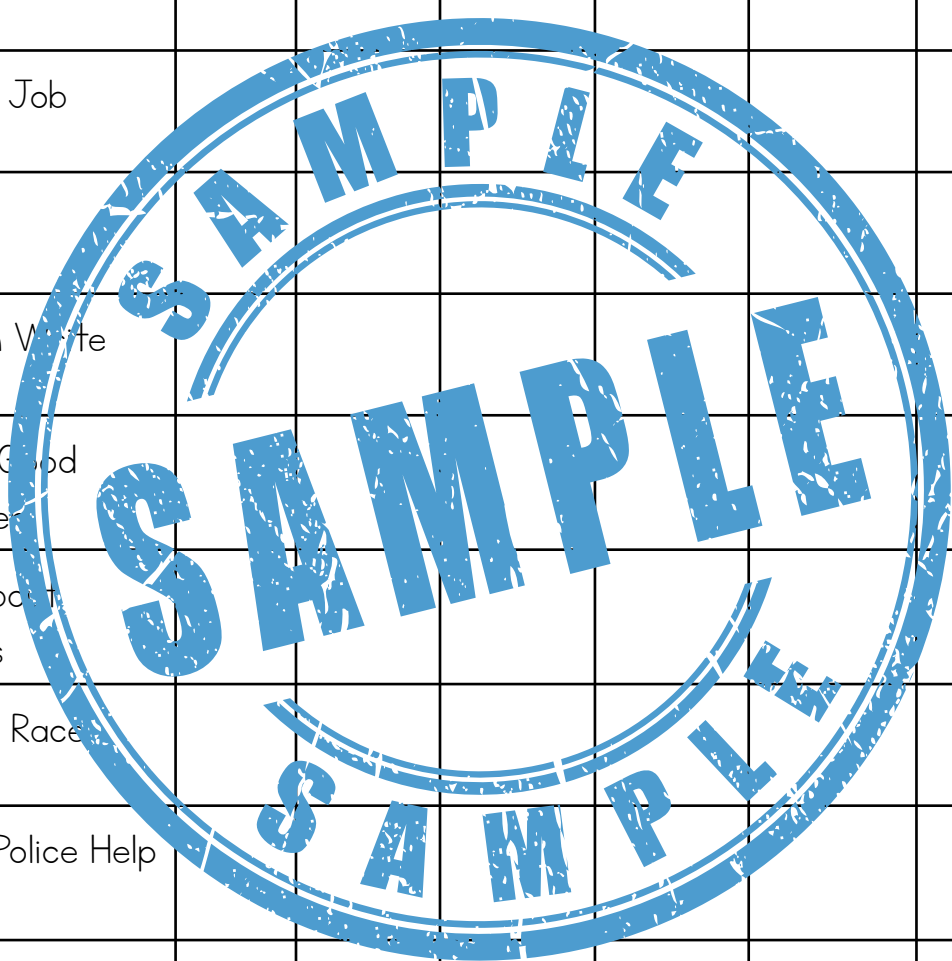
Recommended Instructional Level Range: _____

Benchmark Assessments Scoring Results

All Year

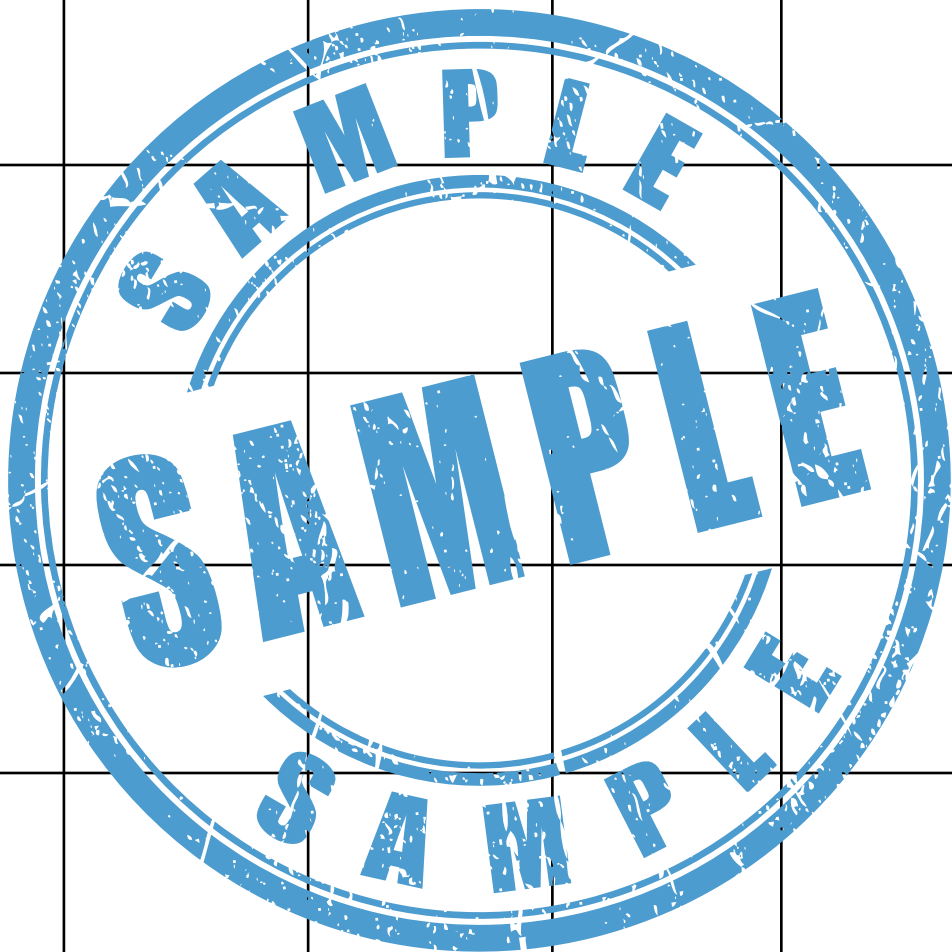
Name: _____ Date: _____

	Date	Fluency (WPM) Score	Self-Correction Rate	Comp. Score	Vocabulary Score	Inst. Level Range	Ind. Level Range
I Can Play							
A Big Job							
Cats							
I Can Write							
Be a Good Reader							
All About Frogs							
I Will Race							
How Police Help							
We Can Read a Map							



Benchmark Assessment Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday

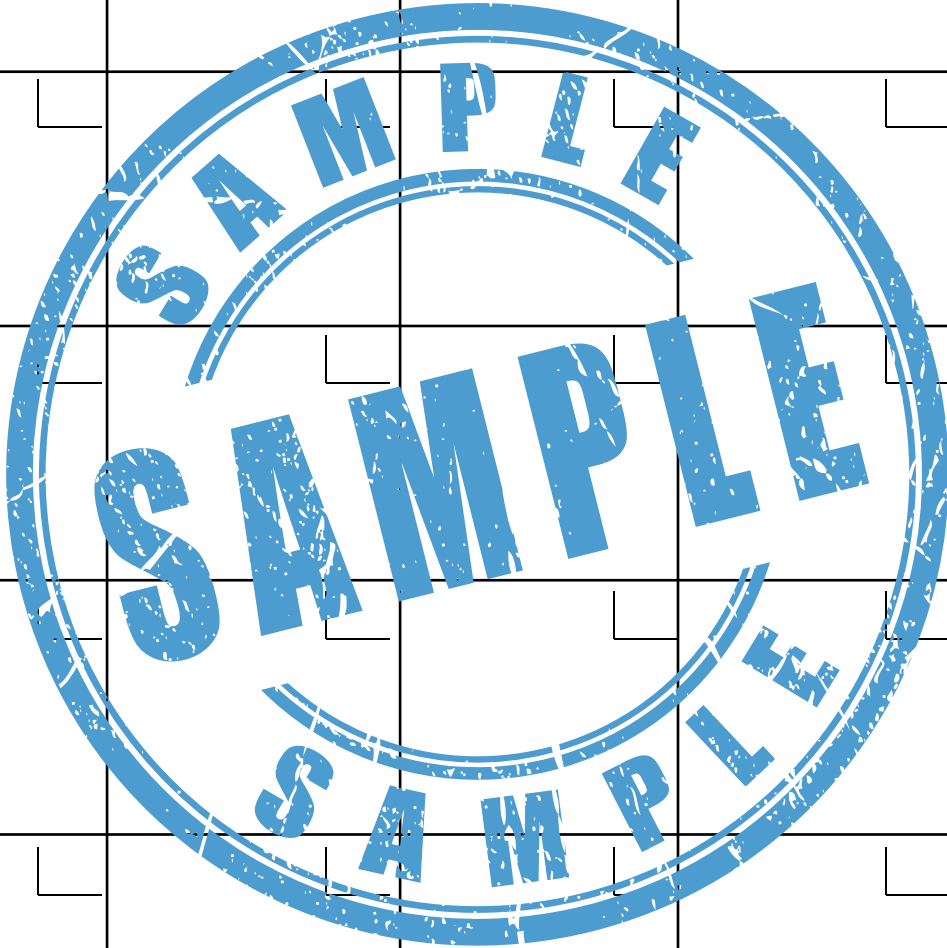


Notes:

Benchmark Assessment Planning Sheet

Month: _____

Monday	Tuesday	Wednesday	Thursday	Friday



Notes: