Finding Three Levels

Altogether, you will determine levels for each child’s independent and instructional level and a recommended placement level. Remember that the instructional level is the highest level before the hard level. Figures 3.2a and 3.2b provide a quick summary of the criteria for independent-level and instructional-level identification.

Finding the Benchmark Independent Level To determine this level, look first at the accuracy and comprehension scores you already recorded on the Assessment Summary Form. Check the independent column next to the highest level at which a student at levels A–K can read 95–100% of the words accurately with excellent or satisfactory comprehension. At levels L–N, check the independent column next to the highest level at which a student can read 98–100% of the words accurately with excellent or satisfactory comprehension.

Finding the Benchmark Instructional Level To determine this level, once again look at the accuracy and comprehension scores you recorded on the Assessment Summary Form. Check the instructional column next to the highest level at which a student at levels A–K can read 90–94% of the words accurately with excellent or satisfactory comprehension or 95–100% of the words accurately with limited comprehension. At levels L–N, check the instructional column next to the highest level at which a student can read 95–97% of the words accurately with excellent or satisfactory comprehension or 98–100% of the words accurately with limited comprehension.

Finding the Recommended Placement Level

Finding the recommended placement level requires considering and interpreting accuracy and comprehension scores as well as looking across the rich range of information you gain from a benchmark assessment.

In fact, no matter what the assessment shows, it always requires qualitative judgment on the part of the teacher. When you finish the assessment for an individual, you have an important set of numbers: (1) a percentage of words read accurately and (2) a