

BAS IN 2-3

**Administering, Scoring, and Analyzing the Benchmark
Assessment System**



AGENDA & OBJECTIVES

SEPTEMBER 19, 2017 8-11A & 12-3P

WELCOME & INTRODUCTIONS (5 MIN)

PURPOSE & COMPONENTS (10 MIN)

ADMINISTRATION PROTOCOL & PRACTICE (45 MIN)

SCORING & PRACTICE (45 MIN)

BREAK (15 MIN)

ANALYSIS & PRACTICE (45 MIN)

QUESTIONS OR CONCERNS (15 MIN)



PURPOSE & COMPONENTS

PURPOSE OF BENCHMARK ASSESSMENT SYSTEM

- Measures how well students **read and understand** fiction and nonfiction in authentic reading environment (oral reading fluency, comprehension);
- Gain insight into **reading behaviors** and engagement/motivation;
- Monitors **student growth and development** on a variety of crucial skills and strategies that successful readers utilize; and
- Helps teachers diagnose student needs, **determine independent reading level**, and plan for timely instruction (miscue analysis).



BAS, 3RD EDITION, SYSTEM 1 COMPONENTS

- GRADES K-2, LEVELS A-N
- 28 BOOKS (14 FICTION & 14 NONFICTION)
- ASSESSMENT GUIDE 1 & ASSESSMENT FORMS BOOK
- STUDENT FORMS BOOK
- ONE-YEAR SUBSCRIPTION TO ONLINE DATA MANAGEMENT SYSTEM
- PROFESSIONAL DEVELOPMENT VIDEOS
- THE FOUNTAS & PINNELL LITERACY CONTINUUM

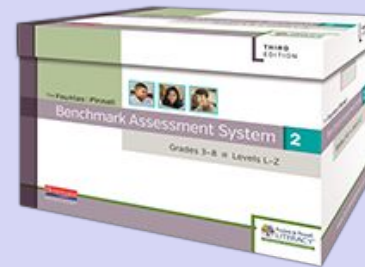
- 30 STUDENT FOLDERS
- F & P CALCULATOR/STOPWATCH
- ONLINE RESOURCES



BAS, 3RD EDITION, SYSTEM 2 COMPONENTS

- GRADES 3-8, LEVELS 1-7
- 30 BOOKS (15 FICTION & 15 NONFICTION)
- ASSESSMENT GUIDE 2 & ASSESSMENT FORMS BOOK
- STUDENT FORMS BOOK
- ONE-YEAR SUBSCRIPTION TO ONLINE DATA MANAGEMENT SYSTEM
- PROFESSIONAL DEVELOPMENT VIDEOS
- THE FOUNTAS & PINNELL LITERACY CONTINUUM

- 30 STUDENT FOLDERS
- F & P CALCULATOR/STOPWATCH
- ONLINE RESOURCES



READING STAGES & PERFORMANCE LEVELS

Early Emergent Readers (Levels A-D)

Emergent Readers (Levels E-F)

Developing Readers (Levels G-M)

Early Independent Readers (Levels N-P)

Developing Independent Readers (Q-S)

Independent Readers (T-Z)

K RECOMMENDED BENCHMARKS & INDICATORS

Levels A-D (Early Emergent)

- Simple factual texts, animal fantasy and realistic fiction
- Picture books with supportive illustrations
- One to five lines of text on each page
- Familiar, easy content and vocabulary
- Repeating language patterns
- Some inclusion of dialogue, contractions, possessives, and interesting punctuation
- Short, predictable sentences



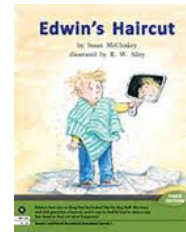
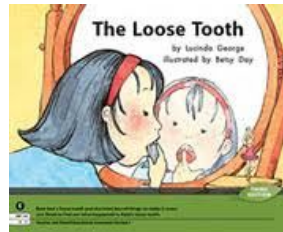
1ST & 2ND GRADE RECOMMENDED BENCHMARKS & INDICATORS

Levels E-F (Emergent)

- Simple texts of different genres
- Some texts with sequential information
- Familiar content that extends beyond home, neighborhood, and school
- Some longer sentences
- Many words with easy, predictable spelling patterns and some with inflectional endings
- Most concepts supported by pictures

Levels G-M (Developing)

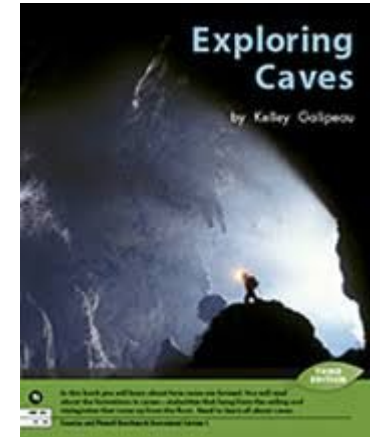
- Underlying organizational structures
- Some technical content that is challenging and unknown
- Multisyllabic words that are challenging to take apart or decode
- New vocabulary in fiction texts
- Some chapter books



3RD GRADE RECOMMENDED BENCHMARKS & INDICATORS

Levels N-P (Early Independent)

- Variety of genres and genre combinations with topics well beyond personal experience
- Themes with new perspectives
- Multiple characters to know and understand
- Many complex content-specific words
- More difficult layout of informational and some fiction texts with denser format



APPROXIMATE START LEVEL BASED ON GRADE-LEVEL PERFORMANCE

Grade	Reading Performance	Time of Year			BAS Starting Level
		Beg	Mid	End	
2nd Grade	Below Level	X			H
	Below Level		X		I
	Below Level			X	J
	On Level	X			I
	On Level		X		K
	On Level			X	M
	Above Level	X			J
	Above Level		X		L
	Above Level			X	N

WHERE TO START WORD TEST

This quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

If the child reads 16 to 20 words on a list correctly, then go to the next level. If a child reads less than 16 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

Where-to-Start Chart

List Read

Number Correct	Beginning	Level 1	Level 2	Level 3	Level 4
0-5	A	A	E	I	M
6-10	A	B	F	J	M
11-15	A	C	G	K	N
16-20	B	D	H	L	N

ADMINISTRATION PROTOCOL

ASSESSMENT COMPONENTS

***BAS takes approximately 20-30 minutes for earliest levels and 30-40 minutes for upper levels.**

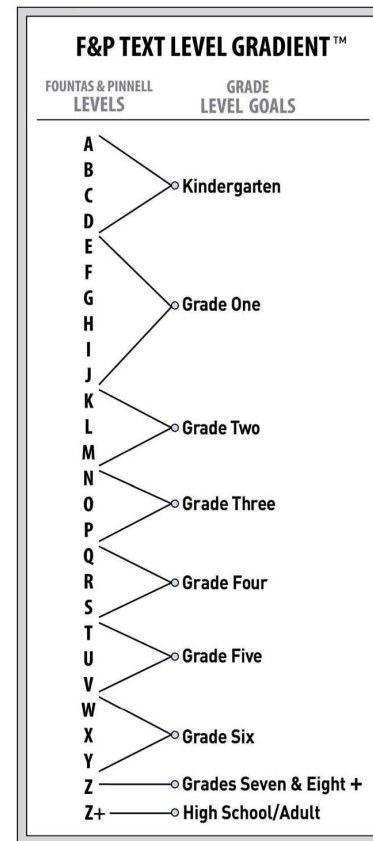
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1. Oral Reading
 2. Comprehension Conversation
 3. Optional Writing About Reading
 4. Teacher Analysis

FOUNTAS & PINNELL TEXT LEVEL GRADIENT

*BAS EARLY LITERACY ASSESSMENTS ADMINISTERED TO ANY
KINDERGARTENER PRE-A

*DIBELS IS ADMINISTERED WITHIN THE FIRST 30 DAYS OF
SCHOOL (9/5/17 - 10/14/17)

*BAS IS ADMINISTERED TO ANY STUDENT WHOSE DCS IS
BELOW OR WELL BELOW BENCHMARK DURING WEEK OF
10/16/17.



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

PREPARING FOR A BENCHMARK ASSESSMENT

- Get started as soon as screeners are completed;
 - Use reading block time, completing 2-3 assessments per day; and
 - Utilize school support and find a quiet corner of the classroom to work.
-

PREPARING FOR A BENCHMARK ASSESSMENT CONTINUED




- Put materials in order and have the following easily accessible:
 - benchmark books;
 - multiple copies of recording forms;
 - assessment summary forms;
 - calculator/stopwatch;
 - Assessment at a Glance chart;
 - Coding and Scoring at a Glance Chart; and
 - Writing implements.
-

Behavior	What the Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Do not mark or place check (✓) above word	No mark or <u>✓</u> environments		No error
Substitution	Gives an incorrect response	Write the substituted word above the word	worry wonder	Substitution, not corrected	1 error
Multiple Substitutions	Makes several attempts at a word	Write each substitution in sequence above the word	speckles spices specials species adept adopt SC adapted to touch teeth tooth Attie Arctic can not they're can't they are	Multiple substitutions, not corrected Multiple substitutions, self-corrected (SC) Multiple misreadings of the same word, not corrected Multiple misreadings of names and proper nouns Misreading contractions (reads contraction as two words or two words as contraction)	1 error for each incorrect word in text No error; 1 SC 1 error for each incorrect word in text 1 error first time missed; no errors after that 1 error each time

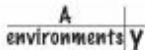
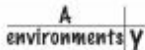



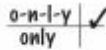
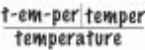

CODING AND SCORING ERRORS AT-A-GLANCE

Self-correction	Corrects a previous error	Write the error over the word, followed by SC	$\frac{\text{use}}{\text{usually}} \text{ SC}$		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a caret	very ^		1 error per word inserted
Omission	Gives no response to a word	Place a dash (–) above the word	$\frac{-}{\text{only}}$	Skipping a word Skipping a line	1 error per word 1 error per word
Repetition	Reads same word again	Write R after the word	R		No error

CODING AND SCORING ERRORS AT-A-GLANCE

Behavior	What the Reader Does	How to Code	Example	How to Score
Repeated Repetitions	Reads the same word more than once	Write R for the first repetition, then write a number for the additional repetitions	R ₂ R ₃	No error
Rereading	Returns to the beginning of sentence or phrase to read again Rereads and self-corrects	Write R with an arrow back to the place where rereading began Write R with an arrow back to the place where rereading began and a SC at point of self-correction	 	No error No error; 1 SC
Appeal	Verbally asks for help	Write A above the word		Follow up with "You try it" No error

CODING AND SCORING ERRORS AT-A-GLANCE

"You Try It"	The child appeals, the teacher responds with "You try it"	Write Y after the word		"You try it" followed by correct word	No error
				"You try it" followed by omission, incorrect word, or Told	1 error
Told	Child doesn't attempt a word even after "You try it"	Write T after the word or the Y			1 error
Spelling Aloud	Child spells word by saying the names of letters	Write the letters in all capital letters		Spelling followed by correct word	No error
				Spelling followed by incorrect word	1 error
Sounding Out	The child makes the sounds associated with the letters in the word	Write the letters in lower case with hyphens between them		"Sounding out" followed by correct word	No error; no SC
				"Sounding out" followed by incorrect word or no word	1 error
				Sounding the first letter incorrectly and then saying the word correctly	No error; no SC

Coding system developed by Marie Clay as part of the running record system in An Observation Survey of Early Literacy Achievement, Revised Second Edition, 2006, Heinemann.

CODING AND SCORING ERRORS AT-A-GLANCE

ADMINISTRATION PROTOCOL

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

ADMINISTRATION

PRACTICE

LEVEL F

FIGURE 5.10 Jacob's Assessment Summary

Jacob's Level F Recording Form—Instructional Level

Place Bird in Bird - Level F - Instructional

Recording Form

Student: Jacob Grade: 3 Date: January

Teacher: Wilson School: Westgate

Summary of Score:
 Accuracy: 95%
 Self-correction: 1/3
 Fluency: 2
 Comprehension: 2
 Strategy: 1

Part One: Oral Reading

Place the Bird in front of the student. Read the title and introduction.

Introduction: Mother Bird makes a nest with sticks and grass and then she lays her eggs in the nest. Read to her and watch the dove take care of her new baby birds.

Score of Student's Oral Reading

Page	Line	From Bird to Bird Level F, 100-100	4	3C	3	2C	2	1C	1
1	1	This is Mother Bird.							
1	2	Why does Mother Bird do?	1	1	1	1	1	1	1
1	3	Mother Bird gets sticks and grass. She makes a nest.	1	1	1	1	1	1	1
1	4	Why does Mother Bird need a nest?							
1	5	Mother Bird needs a nest for her eggs. She lays eggs in the nest. The eggs are pink (a)mm orange (s)c.	1	1	1	1	1	1	1
Subtotal			2	2	2	2	2	2	2

FIGURE 5.11a Jacob's Instructional Level Recording Form

Recording Form

Place Bird in Bird - Level F - Instructional

Part One: Oral Reading

Score of Student's Oral Reading

Page	Line	From Bird to Bird Level F, 100-100	4	3C	3	2C	2	1C	1
1	6	Why does Mother Bird do now?	1	1	1	1	1	1	1
1	7	Mother Bird sits on the eggs. She keeps the eggs warm.	2	2	2	2	2	2	2
1	8	Why does Mother Bird keep the eggs warm?							
1	9	Baby birds are in the eggs. The baby birds will come out of the eggs soon!							
1	10	The baby birds are out! What does Mother Bird do now?							
Subtotal			3	3	3	3	3	3	3

FIGURE 5.11b Jacob's Instructional Level Recording Form

continues

LEVEL I

FIGURE 5.17 Wyatt's Assessment

Wyatt's Level I Recording Instructional Level

The Best Cat - LEVEL 1 - FICTION

Reading Date: _____
 Student: Wyatt Gilbert Grade: 1 Date: September
 School: Overbrook

Reading Time: _____
 Part One: Oral Reading

Percentage of Items: 93%
 Accuracy: 100%
 Fluency: 67%
 Comprehension: 67%

Notes: _____

Page	Text	Accuracy	Fluency	Comprehension
1	Spencer wanted to get more than anything in the world. He wanted a cat that would sleep on his bed and that he could get and take care of. He had never liked a cat.	100%	67%	67%
2	"Please, let me get a cat!" Spencer asked. "You really want one?" His mother asked. "Yes, please!" He said. "All right," said his mother. "Let's go to Apple Tree Farm. Maybe we can get a cat there."	100%	67%	67%
3	Spencer and his mother went to Apple Tree Farm. Many animals lived on the farm. There were cows and horses in the fields. There was a friendly farmer. And there were cats everywhere!	100%	67%	67%
4	Spencer had never seen so many cats and kittens.	100%	67%	67%

School: 19117000

FIGURE 5.18a Wyatt's Instructional Reading Record

Fountas & Pinnell Benchmarks

Wyatt's Level I Recording Instructional Level

The Best Cat - LEVEL 1 - FICTION

Reading Date: _____
 Student: _____ Grade: _____ Date: _____
 School: _____

Reading Time: _____
 Part One: Oral Reading

Percentage of Items: _____
 Accuracy: _____
 Fluency: _____
 Comprehension: _____

Notes: _____

Page	Text	Accuracy	Fluency	Comprehension
4	"I'll take good care of him," said Spencer. "All right," his mother said. "I'll brush him and feed him and give him water every day." "All right," said his mother. "Let's go to Apple Tree Farm. Maybe we can get a cat there."	100%	67%	67%
5	Spencer and his mother went to Apple Tree Farm. Many animals lived on the farm. There were cows and horses in the fields. There was a friendly farmer. And there were cats everywhere!	100%	67%	67%
6	Spencer had never seen so many cats and kittens.	100%	67%	67%

School: 19117000

FIGURE 5.18b Wyatt's Instructional Reading Record, continues

continues

BAS PHONICS, WORD ANALYSIS, AND VOCABULARY ASSESSMENTS

- Letter Recognition
 - Early Literacy Behaviors
 - Reading HFW
 - Phonological Awareness: Initial Sounds, Blending & Segmenting Words, Rhyming
 - Word Writing
 - Writing Picture Names
-

BAS PHONICS, WORD ANALYSIS, AND VOCABULARY ASSESSMENTS

- Phonograms, Consonant Blends, Vowel Clusters, Suffixes, Compound Words, 1- and 2- Syllable Words, Syllables in Longer Words
- Grades 1-3 Word Features Test
- Concept Words - Number & Color, Isolation & Sentences
- Synonyms, Antonyms, & Homophones 1 & 2
- Vocabulary in Context

ADMINISTRATION

PRACTICE

SCORING PROTOCOL

ACCURACY

- 1) TOTAL THE ERRORS AND SELF-CORRECTIONS IN EACH LINE OF TEXT SEPARATELY.
 - A) SELF-CORRECTIONS ARE NOT ERRORS.

- 2) CIRCLE THE RELEVANT ACCURACY ON THE ACCURACY RATE BAR.
 - A) IF THE CHILD IS READING BELOW 90% (LEVELS A-K) OR 95% (LEVELS L-N), DECIDE WHETHER OR NOT TO CONTINUE WITH COMPREHENSION CONVERSATION

SPECIAL CASES FOR ASSESSING ACCURACY

- IF THE CHILD SKIPS A FULL PAGE OF PRINT, INTERVENE AND TELL HIM TO READ THE PAGE. DO NOT COUNT THIS AS AN ERROR.

- IF THE CHILD INSERTS MANY WORDS, YOU COULD HAVE MORE ERRORS THAN THE RUNNING WORDS ON A PAGE. IN THIS CASE, SCORE THE PAGE AS HAVING THE SAME NUMBER OF ERRORS AS WORDS ON THE PAGE.

- OCCASIONALLY, A CHILD WILL BEGIN TO 'INVENT' TEXT. IF THIS HAPPENS, WRITE INVENTING AT THE TOP OF THE SHEET AND STOP THE ASSESSMENT.

- WHEN A READER IS PROCESSING THE TEXT SATISFACTORILY BUT GETS MIXED UP AND LOSES HER PLACE, JUST ASK HER TO START OVER AT A GOOD STARTING POINT AND BEGIN YOUR CODING AGAIN. DO NOT COUNT THIS AS AN ERROR.

FLUENCY AND COMPREHENSION SCORING KEY

Fluency Scoring Key

- 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.
- 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.
- 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.
- 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

FINDING INDEPENDENT, INSTRUCTIONAL, AND HARD TEXTS

behaviors will give readers the support they need to use writing as a resource for building their processing systems.

Before compiling the results of an assessment conference on the Assessment Summary form, complete the scoring you may not have done during administration.

Calculating Form

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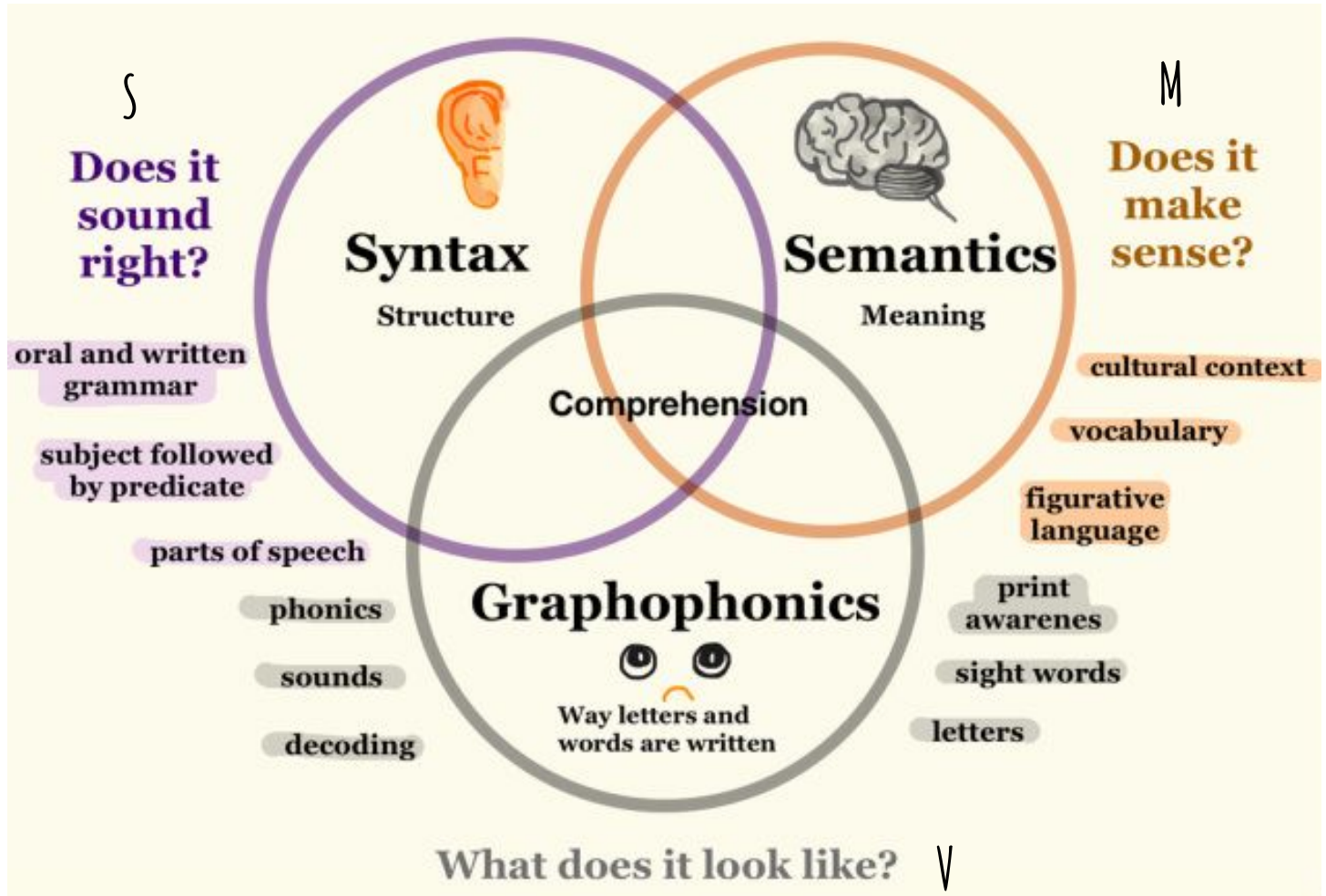
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Finding Independent, Instructional, and Hard Texts	
If the first book is ...	Then ...
<p>Independent</p> <p>Levels A–K: Student reads with 95–100% accuracy and excellent or satisfactory comprehension.</p> <p>Levels L–N: Student reads with 98–100% accuracy and excellent or satisfactory comprehension.</p>	<p>Move to a higher level text and repeat the same process until the student reads a text that is hard.</p>
<p>Instructional</p> <p>Levels A–K: Student reads with 90–94% accuracy and excellent or satisfactory comprehension or 95–100% accuracy and limited comprehension.</p> <p>Levels L–N: Student reads with 95–97% accuracy and excellent or satisfactory comprehension or 98–100% accuracy and limited comprehension.</p>	<p>Move to a lower level text and repeat the same process until the student reads a text that is easy and move to a higher level text until the student reads a text that is hard.</p>
<p>Hard</p> <p>Levels A–K: Student reads with below 90% accuracy and any score on comprehension.</p> <p>Levels L–N: Student reads with below 95% accuracy and any score on comprehension.</p>	<p>Move to a lower level text and repeat the same process until the student reads a text at an instructional level.</p>

FIGURE 2.31 Finding independent, instructional, and hard texts

SCORING PRACTICE

TEACHER ANALYSIS

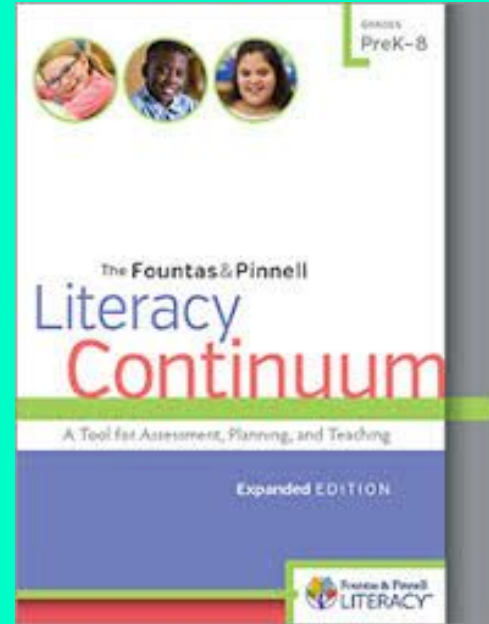


CUEING SYSTEMS

ANALYSIS PRACTICE

CONTINUUM FOR LITERACY LEARNING

Fountas and Pinnell



QUESTIONS OR
CONCERNS?

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