

Elementary Reading Achievement



Spring 2021

Benchmark Assessment System (BAS)

The Fountas & Pinnell Benchmark Assessment System provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.

Fountas & Pinnell Benchmark Assessment System helps teachers accurately and reliably identify each child's instructional and independent reading levels according to the [F&P Text Level Gradient™](#),

Fountas & Pinnell Benchmark Assessment Systems allows teachers to:



- Observe and quantify student reading behaviors
- Engage students in comprehension conversations that go beyond retelling
- Make informed decisions that connect assessment to responsive teaching.

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K	C+	D+	E+	
	B	C	D / E	
	A	B	C	
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J / K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M / N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P / Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S / T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V / W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Elementary Reading Achievement 2020-21

Grade	Fall % of Proficiency	Spring % of Proficiency	% of students who have made expected growth	% of regression or stagnation
Kindergarten	NA	64%	NA	NA
First	21%	26%	76%	11%
Second	32%	46%	100%	0%
Third	45%	56%	96%	4%
Fourth	41%	61%	97%	3%
Fifth	22%	Testing not completed yet	Testing not completed yet	Testing not completed yet
Sixth	.9%	33.3%	94%	6%