

# Teachers College Reading and Writing Project Benchmark Reading Levels and Marking Period Assessments

Updated December 2012

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
<b>Kindergarten</b> Emergent Story Books Shared Reading	<b>Kindergarten</b> Emergent Story Books Shared Reading A/B (with book intro)	<b>Kindergarten</b> B/C (with book intro)	<b>Kindergarten</b> 1=Early Emergent 2=A/B (with book intro) 3=C (with book intro) 4=D/E	<b>Kindergarten</b> 1=B or below 2=C (with book intro) 3=D/E 4=F or above
<b>Grade 1:</b> 1=B or below 2=C 3=D/E 4=F or above	<b>Grade 1:</b> 1=C or below 2=D/E 3=F/G 4=H or above	<b>Grade 1:</b> 1=D or below 2=E/F 3=G/H 4=I or above	<b>Grade 1:</b> 1=E or below 2=F/G 3=H/I/J 4=K or above	<b>Grade 1:</b> 1=G or below 2=H 3=I/J/K 4=L or above
<b>Grade 2:</b> 1=F or below 2=G/H 3=I/J/K 4=L or above	<b>Grade 2:</b> 1=G or below 2=H/I 3=J/K/L 4=M or above	<b>Grade 2:</b> 1=H or below 2=I/J 3=K/L 4=M or above	<b>Grade 2:</b> 1=I or below 2=J/K 3=L/M 4=N or above	<b>Grade 2:</b> 1=J or below 2=K/L 3=M 4=N or above
<b>Grade 3:</b> 1=K or below (avg. H) 2=L 3=M 4=N or above	<b>Grade 3:</b> 1=K or below (avg. I) 2=L/M (avg. L) 3=N 4=O or above	<b>Grade 3:</b> 1=L or below 2=M/N 3=O 4=P or above	<b>Grade 3:</b> 1=M or below (avg. J) 2=N 3=O 4=P or above	<b>Grade 3:</b> 1=N or below (avg. K) 2=O 3=P 4=Q or above
<b>Grade 4:</b> 1=M or below (avg. J) 2=N/O (avg. N) 3=P/Q (avg. P) 4=R or above	<b>Grade 4:</b> 1=N or below (avg. L) 2=O/P (avg. P) 3=Q/R (avg. Q) 4=S or above	<b>Grade 4:</b> 1=O or below 2=P/Q 3=R/S 4=T or above	<b>Grade 4:</b> 1=O or below (avg. K) 2=P/Q (avg. P) 3=R/S (avg. R) 4=T or above	<b>Grade 4:</b> 1=P or below (avg. L) 2=Q/R (avg. Q) 3=S/T (avg. S) 4=U or above
<b>Grade 5:</b> 1=P or below (avg. M) 2=Q/R (avg. Q) 3=S 4=T or above	<b>Grade 5:</b> 1=P or below (avg. N) 2=Q/R/S (avg. Q) 3=T 4=U or above	<b>Grade 5:</b> 1=Q or below 2=R/S/T 3=U 4=V or above	<b>Grade 5:</b> 1=Q or below (avg. O) 2=R/S/T (avg. R/S) 3=U 4=V or above	<b>Grade 5:</b> 1=R or below (avg. P) 2=S/T/U (avg. S/T) 3=V 4=W or above
<b>Grade 6:</b> 1=R or below (avg. O) 2=S/T/U (avg. S) 3=V/W (avg. V) 4=X or above	<b>Grade 6:</b> 1=S or below (avg. P) 2=T/U/V (avg. T) 3=W 4=X or above	<b>Grade 6:</b> 1=T or below 2=U/V 3=W/X 4=Y or above	<b>Grade 6:</b> 1=T or below (avg. Q) 2=U/V (avg. U) 3=W/X (avg. W) 4=Y or above	<b>Grade 6:</b> 1=U or below (avg. Q) 2=V/W (avg. V) 3=X 4=Y or above
<b>Grade 7:</b> 1=T or below (avg. P) 2=U/V (avg. U) 3=W/X (avg. W) 4=Y or above	<b>Grade 7:</b> 1=T or below (avg. Q) 2=U/V/W (avg. U) 3=X 4=Y or above	<b>Grade 7:</b> 1=U or below 2=V/W 3=X 4=Y or above	<b>Grade 7:</b> 1=U or below (avg. R) 2=V/W (avg. V) 3=X 4=Y or above	<b>Grade 7:</b> 1=V or below (avg. R) 2=W/X (avg. W) 3=Y 4=Z or above
<b>Grade 8:</b> 1=V or below 2=W 3=X/Y/Z 4=Adult Literature	<b>Grade 8:</b> 1=V or below 2=W 3=X/Y/Z 4=Adult Literature	<b>Grade 8:</b> 1=W or below 2=X/Y 3=Z/Adult Literature 4=Adult Literature	<b>Grade 8:</b> 1=W or below 2=X/Y/Z 3=Adult Literature 4=Adult Literature	<b>Grade 8:</b> 1=W or below 2=X/Y/Z 3=Adult Literature 4=Adult Literature

\* We expect that many schools will incorporate the reading level as part of the child's grade for reading workshop, but that that assessment will also be informed by reading habits, growth, etc. The level 1-3 benchmarks represent the average text difficulty levels for the majority of readers who achieved that score on the ELA. There is no pattern that allows for prediction of a 4. Because a score of 4 generally only allows for one or two errors, it is hard to assure parents or students that a correlation will exist between level of text difficulty and a score of 4. 8<sup>th</sup> Grade benchmarks come from Qualitative assessments.

# Teachers College Reading Assessment

**Stephanie L. McAndrews**



## **Teachers College Reading Assessment:**

*Teachers College Reading Assessment Collection*, 2015-01-01 Reading Assessment Collections of 22 Titles 6 packs for Grades K 2 for Use With the Running Records on the Columbia University Teachers College Reading Writing Project Web Site **Teachers College Reading Assessment**, 2015-01-01 Reading Assessment Collection of 22 Titles for Grades K 2 for Use With the Running Records on the Columbia University Teachers College Reading Writing Project Web Site Teachers College Reading and Writing Project Levels A-K Reading Assessments Teachers College Reading and Writing Project (Columbia University), 2008 *Sammy's moving* Teachers College Reading and Writing Project (Columbia University), Kathleen Urmston, Patty Haley, Pam Fitros, Pauline Cartwright, Deborah Williams (Author at Kaeden Books), Janet G Mader, Diana E. Geddes, Nancy Louise Spinelle, Leslie Harper, Karen Evans (Children's author), Marilyn Frankford, Karen Hoenecke, Grant Urmston, Ellen Javernick, Joe Yukish, Steven Beers, Angela B. Haight, 2015 TROUBLE! (TCA Edition) Pauline Cartwright, 2015-01-26 Reading assessment book for use with the running records on the Columbia University Teachers College Reading Writing Project website The puppy was left alone in the house Uh oh TROUBLE F P B RR DLL 2 DRA2 2 Lexile 80L Stage Emergent Type Fiction **A Teacher's Guide to Standardized Reading Tests** Lucy Calkins, Kate Montgomery, Donna Santman, Beverly Falk, 1998 This book reflects the authors belief that in order to be less victimized by tests we need to be more knowledgeable about them *Reading Assessment* Melissa Lee Farrall, 2012-05-09 A groundbreaking integrated approach to reading assessment that addresses each child s unique Learning Profile Fifteen to twenty percent of our nation s children have reading difficulties Educational evalua tors must be able to use progress monitoring and diagnostic tools effectively to identify students who may be at risk evaluate the effectiveness of school wide reading programs and suggest interventions that will improve reading skills Written from a strengths based perspective Reading Assessment Linking Language Literacy and Cognition is the first book of its kind to present a research based integrated review of reading cognition and oral language testing and assessment Author Melissa Lee Farrall explores the theoretical underpinnings of reading language and literacy explains the background of debates surrounding these topics and provides detailed information and administration tips on the wide range of reading inventories and standardized tests that may be used in a reading psychoeducational assessment With a focus on how to craft professional evaluation reports that illuminate a student s strengths not just weaknesses Reading Assessment enables school psychologists and diagnosticians reading specialists and special education professionals to conduct evaluations and develop effective interdisciplinary remedial recommendations and interventions Clear engaging and inviting Reading Assessment features Case examples and practice exercises Chapter opening reviews of each theory Strengths weaknesses and potential problems of tests and their interpretations Chapter ending review questions that foster skill development and critical thinking Comprehensive information on more than 50 different assessment tests Reading Assessment is an invaluable resource that helps

professionals gain the knowledge and skills to confidently interpret test results and prepare detailed and effective evaluation reports designed to meet each child's unique needs as a learner      *Understanding and Using Reading Assessment, K-12* Peter Afflerbach, 2025-01-02 Well established as a teaching resource and course text this guide to the whats how tos and whys of reading assessment is now in a thoroughly revised fourth edition Peter Afflerbach succinctly introduces major types of assessments including formative and summative performance assessments teacher questioning and high stakes testing He provides an innovative framework the CURRV model for evaluating the suitability of assessments and combining them effectively to meet all students needs Emphasis is given to assessing core reading skills and strategies as well as noncognitive and social emotional aspects of reading development Helpful features include detailed examples of assessment done well within chapter Enhance Your Understanding questions and activities and 25 reproducible and downloadable checklists and forms New to This Edition Explains assessment in a science of reading context Increased focus on equity issues plus updated theory and research throughout Chapter on assessing early reading Chapter on assessing digital and critical reading      **Reading Assessment and Instruction for All Learners** Jeanne Shay Schumm, 2017-02-13 Weaving together the latest knowledge and best practices for teaching children to read this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners Uniquely integrative the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence based instruction Special features include Research Briefs Tech Tips Internet Resources Reflection and Action Questions and dozens of reproducible student activities and assessment tools      *Literacy Assessment and Instructional Strategies* Kathy B. Grant, Sandra E. Golden, Nance S. Wilson, 2014-08-07 Literacy Assessment and Instructional Strategies by Kathy B Grant Sandra E Golden and Nance S Wilson prepares literacy educators to conduct reading and writing assessments and develop appropriate corrective literacy strategies for use with their grade K 5 students Connecting Common Core Literacy Learning Standards to effective strategies and creative activities the book includes authentic literacy assessments and formal evaluations to support reading teaching in the elementary classroom Initial chapters discuss literacy assessment and evaluation data driven instruction high stakes testing and instructional shifts in teaching reading Subsequent chapters focus on the latest instructional and assessment shifts including pre assessing literacy knowledge bases using informational texts for vocabulary development and close reading of text Written by reading practitioners and researchers this book is a must have for novices as well as for veteran classroom teachers who want to stay on top of changing literacy trends      **A Practical Guide to Reading Assessments** Edward J. Kameenui, 2000 Guide to selecting and effectively using current reading assessment tools      *From Testing to Assessment* Clifford Hill, Kate Parry, 2014-09-19 From Testing to Assessment English as an International Language provides a critical review of conventional and alternative approaches to the

assessment of English literacy skills in various parts of the world. It presents empirical studies conducted in three major settings in countries such as Japan and Brazil where English functions as the language of international commerce in multilingual countries such as Nigeria and Zimbabwe where English is the national language of education and government and in such countries as Canada, the United Kingdom and the United States where English is the dominant language. The book opens with a discussion of language assessment in relation to debates about the nature of literacy; it concludes with a discussion of policy implications which is grounded in literacy theory as well as in practical constraints such as available human and material resources.

*Literacy Assessment and Metacognitive Strategies* Stephanie L. McAndrews, 2020-06-25

Packed with useful tools, this practitioner guide and course text helps educators assess and teach essential literacy skills and strategies at all grade levels, PreK-12. All six literacy modalities are addressed: listening, speaking, reading, writing, viewing, and visually representing. Chapters on specific literacy processes integrate foundational knowledge, assessments, and strategies for students who need support in literacy, including English language learners. Presented are dozens of authentic assessments along with differentiation ideas. In a large size format for easy photocopying, the book features more than 70 reproducible assessment forms and resources. Purchasers get access to a webpage where they can download and print the reproducible materials.

*The Diagnosis of Reading in a Second or Foreign Language* J. Charles Alderson, Eeva-Leena Haapakangas, Ari Huhta, Lea Nieminen, Riikka Ullakonoja, 2014-10-03

*The Diagnosis of Reading in a Second or Foreign Language* explores the implications of language assessment research on classroom-based assessment practices by providing an in-depth look at the little-examined field of diagnosis in second and foreign language reading. This volume examines the development of second and foreign language reading and how subsequent research findings couched in this knowledge can help facilitate a more informed teaching approach in second and foreign language classrooms. By contextualizing the latest in classroom settings and presenting implications for future research in this developing area of linguistics, this book is an ideal resource for those studying and working in applied linguistics, second language acquisition, and language assessment and education.

About the NPLA Series: Headed by two of its leading scholars, the series captures the burgeoning field of language assessment by offering comprehensive and state-of-the-art coverage of its contemporary questions, pressing issues, and technical advances. It is the only active series of its kind on the market and will include volumes on basic and advanced topics in language assessment, public policy and language assessment, and the interfaces of language assessment with other disciplines in applied linguistics. Each text presents key theoretical approaches and research findings along with concrete practical implications and suggestions for readers conducting their own research or developmental studies.

**Children's Reading Comprehension and Assessment** Scott G. Paris, Steven A. Stahl, 2005-03-23

The volume identifies critical issues and cutting-edge research in assessing children's reading comprehension.

**Successful Reading Assessments and Interventions for Struggling Readers** D. Jensen, J. Tuten, 2012-11-28

Offering an overview of the Master's in Literacy

program at Hunter College the authors share its special features including parental and familial involvement and presents six profiles of struggling readers and successful intervention strategies The program allows one to one tutoring time as well as a community time for small group instruction     Basic Reading Inventory Jerry L. Johns,2005 CD ROM includes video demonstrations of the Basic reading inventory with a teacher and student and software for recording and analysing scores

**Assessing Reading: Changing practice in classrooms** Colin Harrison,Terry S. Salinger,1998 This second book focuses directly on the classroom on the challenges individual teachers face in classroom based assessment and how these challenges have been and are being met in a range of international contexts     *Assessing Reading 2: Changing Practice in Classrooms* Martin Coles,Rhonda Jenkins,2002-01-04 This second book focuses directly on the classroom on the challenges individual teachers face in classroom based assessment and how these challenges have been and are being met in a range of international contexts     *Handbook of Reading Assessment* Sherry Mee Bell,R. Steve McCallum,2015-07-30 The Handbook of Reading Assessment Second Edition covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based instructional practices that can be linked to assessment results PowerPoint slides test bank study guides application exercises

## Decoding **Teachers College Reading Assessment**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Teachers College Reading Assessment**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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### **Table of Contents Teachers College Reading Assessment**

1. Understanding the eBook Teachers College Reading Assessment
  - The Rise of Digital Reading Teachers College Reading Assessment
  - Advantages of eBooks Over Traditional Books
2. Identifying Teachers College Reading Assessment
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Teachers College Reading Assessment
  - User-Friendly Interface
4. Exploring eBook Recommendations from Teachers College Reading Assessment
  - Personalized Recommendations
  - Teachers College Reading Assessment User Reviews and Ratings
  - Teachers College Reading Assessment and Bestseller Lists

5. Accessing Teachers College Reading Assessment Free and Paid eBooks
  - Teachers College Reading Assessment Public Domain eBooks
  - Teachers College Reading Assessment eBook Subscription Services
  - Teachers College Reading Assessment Budget-Friendly Options
6. Navigating Teachers College Reading Assessment eBook Formats
  - ePub, PDF, MOBI, and More
  - Teachers College Reading Assessment Compatibility with Devices
  - Teachers College Reading Assessment Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Teachers College Reading Assessment
  - Highlighting and Note-Taking Teachers College Reading Assessment
  - Interactive Elements Teachers College Reading Assessment
8. Staying Engaged with Teachers College Reading Assessment
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Teachers College Reading Assessment
9. Balancing eBooks and Physical Books Teachers College Reading Assessment
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Teachers College Reading Assessment
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Teachers College Reading Assessment
  - Setting Reading Goals Teachers College Reading Assessment
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Teachers College Reading Assessment
  - Fact-Checking eBook Content of Teachers College Reading Assessment
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning



- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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web 1872 at age 14 milton discovered a passion for candy making and spent the next four years as an apprentice for master confectioner joseph royer in lancaster 1876 after four years of learning the trade milton moved to philadelphia to start his first candy business eventually ending in bankruptcy 1880 s 1882

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