

Fountas and Pinnell Benchmark Assessment System



Training Webinar
Handout

Why Fountas and Pinnell Benchmark Assessment System?

- It is a reliable, well researched reading assessment tool.
- Determines students' instructional and independent reading levels
- Recommends a placement level for instruction
- Helps determine initial groups for instruction
- Identifies students for intervention
- Monitor and report student progress over time
- Helps teachers to determine lesson focus



Where to get started

- In September, use last year's June results
- OR do a Where-to-Start Word test with the student to determine a level (BAS 1 - Edition 3 page 162)

Where-to-Start Chart

Number Correct	Beginning Word List	Word List 1	Word List 2	Word List 3	Word List 4
0-5	A	B	E	I	M
6-10	A	B	F	J	M
11-15	A	C	G	K	N
16-18	B	D	H	L	N
19-20	Go to Word List 1	Go to Word List 2	Go to Word List 3	Go to Word List 4	N

Grade Level in Langley	Fountas and Pinnell	PM Benchmarks
Grade 1	A	1
	B	2
	C	3
		4
	D	5
		6
	E	7
		8
	F	9
		10
G	11	
	12	
H	13	
	14	
I	15	
	16	
Grade 2	J	18
	K	19
		20
	L	21
M	22	
Grade 3	N	23
	O	24
	P	25



Please note:

All *training* in reading assessment in our District will be on the ***The Fountas and Pinnell System***. However, some grade one teachers are familiar with and like to use the PM Benchmark system. At **grade one**, PM Benchmark remains an option to use.

Please use this conversion guideline, *supported by your professional observations*, to determine a Fountas and Pinnell level to submit to the District.

Scoring For Edition 1 and 2

Fountas and Pinnell Benchmark Assessment:

Assessment Criteria for **Levels A - K**

Accuracy	Comprehension			
	Excellent 6-7	Satisfactory 5	Limited 4	Unsatisfactory 0-3
95%-100%	Independent	Independent	Instructional	Hard
90%-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

Fountas and Pinnell Benchmark Assessment:

Assessment Criteria for **Levels L - Z**

Accuracy	Comprehension			
	Excellent 9-10	Satisfactory 7-8	Limited 5-6	Unsatisfactory 0-4
98%-100%	Independent	Independent	Instructional	Hard
95%-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

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Scoring and Analysis at-a-Glance

Score Part I Oral Reading on the Recording Form

- Accuracy Rate** Circle the number of errors to determine the percent of words read correctly.
- Self-Correction Ratio** Calculate the self-correction ratio.
(Number of errors + Number of self-corrections) ÷ Number of self-corrections = 1: _____
- Fluency Score** Circle a score.
- Reading Rate** Record or calculate the words per minute (WPM) read. (Number of running words [RW] x 60) ÷ number of timed seconds read = WPM

Score Part II Comprehension Conversation on the Recording Form

- Assign points in each category (Within, Beyond, About the Text).
- Add the category scores and circle the final evaluation in the Guide to Total Score box.

Score Part III Writing About Reading (optional) on the Recording Form

- Circle the appropriate score on the scoring key.

Complete the Assessment Summary

- Transfer data from the Recording Form to the Assessment Summary Form.
- Determine two benchmark levels and write them in the box in the upper right corner of the Assessment Summary Form.*
- Review accuracy, use of sources of information, problem solving, self-correction ratio, fluency, and comprehension to determine the Recommended Placement Level.
- Use the Guide for Observing and Noting Reading Behaviors (in the *Assessment Guide*, the *Assessment Forms* book and Online Resources) to make additional comments, and make notes about instructional implications at the bottom of the Assessment Summary Form.

*Key for Determining Independent/Instructional/Hard Levels

		Comprehension Score			
		Proficient (5-6)	Approaching Proficiency (4)	Limited Proficiency (3)	Not Proficient (0-2)
Accuracy Score	Levels A-K	Independent	Independent	Instructional	Hard
	95-100%	Independent	Independent	Instructional	Hard
	90-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard	

		Comprehension Score			
		Proficient (8-9)	Approaching Proficiency (6-7)	Limited Proficiency (4-5)	Not Proficient (0-3)
Accuracy Score	Levels L-Z	Independent	Independent	Instructional	Hard
	98-100%	Independent	Independent	Instructional	Hard
	95-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard	

Refer to Langley's Balanced Literacy
Framework
to determine grade level
expectations.

Tips for consistency:

- Before you start know how many errors needed to go from easy to instructional and from instructional to hard. The number on the front right beside the running words (ie. E=21) indicates the number of errors to go from instructional to hard.
- Introduce the book with the description provided. It is OK for the child to look through the book before reading – you are not allowed to discuss the book (be non-comital).
- If child stops when reading and no problem solving appears to be happening, wait 3 seconds and then give the word (TOLD = 1 error).
- If a child appeals and you think they may know it, say “you try it” (Y). If child reads the word correctly, this is not an error. If the child reads the word incorrectly or you have to give a TOLD, it is one error.
- Self-corrections are not an error.
- Multiple attempts at a word that end up as incorrect is only scored as one error.
- Insertions and omissions are counted as an error, even if it makes sense.
- Proper nouns are only counted as one error, even if repeatedly incorrect. (ie. Ann for Annie, = 1 error even though they incorrectly read this 6 times).
- If a child misses a page on the BAS, you must ask them to go to the missed page and read (non-BAS running records you would deduct the number of words on that page from the total running words).
- Once the running record portion is complete the child may read silently, if you feel they will maintain comprehension.
- After reading, assess comprehension. If you a question is not understood, try rephrasing it. “Tell me more” or “what else do you know” are useful prompts to elicit more information.
- If the child wants to look through the book for the answer, this is OK. You are not to suggest this if they do not initiate it themselves.

Coding and Scoring at-a-Glance

Behavior	What the Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Place check (✓) above word or do not mark.	no mark or ✓ Kate		No error
Substitution	Gives an incorrect response	Write the substituted word above the word.	her Kate's	Substitutions, not corrected	1 error
				Substitutions, self-corrected (SC)	No error; 1 SC
Multiple Substitutions	Makes several attempts at a word	Write each of the substitutions in sequence above the word.	little/pome/him his	Multiple substitutions, not corrected	1 error for each incorrect word in text
			touch/teeth (SC) tooth	Multiple substitutions, self-corrected (SC)	No error; 1 SC
			to/touch/teeth tooth	Multiple misreadings of the same word not corrected	1 error for each incorrect word in text
			Kathy/Kelly Kate	Multiple misreadings of names and proper nouns	1 error first time missed; no errors after that
			It's Do not It is Don't	Misreading contractions (reads contraction as two words or two words as contraction)	1 error each time
Self-correction	Corrects a previous error	Write the error over the word, followed by SC.	teeth (SC) tooth		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a caret (^).	loose ^		1 error per word inserted
Omission	Gives no response to a word	Place a dash (-) above the word.	- Very	Skipping a word	1 error per word
				Skipping a line	1 error per word
Repetition	Reads the same word again	Write R above the word.	R		No error

Coding system developed by Marie Trapp as part of the Coding Book of grades in a classroom survey of early literacy achievement, revised third edition, 2012, Edmentum.

Coding and Scoring at-a-Glance (continued)

Behavior	What the Reader Does	How to Code	Example	How to Score	
Repeated Repetitions	Reads the same word more than once	Write R above the word for the first repetition and then write a number for the additional repetitions.	R ₁ R ₂		No error
Rereading	Returns to the beginning of sentence or phrase to read again	Write R with an arrow back to the place where rereading began.			No error
	Rereads and self-corrects	Write R with an arrow back to the place where rereading began and SC at point of self-correction			No error; 1 SC
Appeal	Verbally asks for help	Write A above the word.	$\frac{A}{\text{vey}}$	Follow up with "You try it."	No error
"You Try It"	The child appeals, the teacher responds with "You try it."	Write Y after the word.	$\frac{A}{\text{vey}} Y$	"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 word even after "You try it."	Write T after the word or the Y.	$\frac{A}{\text{vey}} Y T$ $\frac{A}{\text{vey}} T$		1 error
Spelling Aloud	Child spells the word by saying the names of letters	Write the letters in all capital letters.	$\frac{B-U-T}{\text{But}}$	Spelling followed by correct word	No error
				Spelling followed by incorrect word	1 error
Sounding Out	Child makes the sounds associated with the letters in the word	Write the letters in lowercase with hyphens between them.	$\frac{n-o-t}{\text{not}}$	"Sounding out" followed by correct word	No error; no SC
			$\frac{l-o-e}{\text{loae}}$	"Sounding out" followed by incorrect word	1 error
			$\frac{l-SC}{\text{loae}}$	Sounding the first letter incorrectly and then saying the word correctly	No error; 1 SC

Coding system developed by Marie Clay as part of the Reading Record system to assess observational coding of early literacy achievement, revised third edition, 2011, University of Oregon.

RUNNING RECORD SHEET

Name: _____ Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: _____ Recorder: _____

Text Titles	Errors	Error	Accuracy	Self-correction
	Running Words	Ratio	Rate	Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement: _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional _____

 Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV

What strategic activity (brain work) do we look for in the early years?

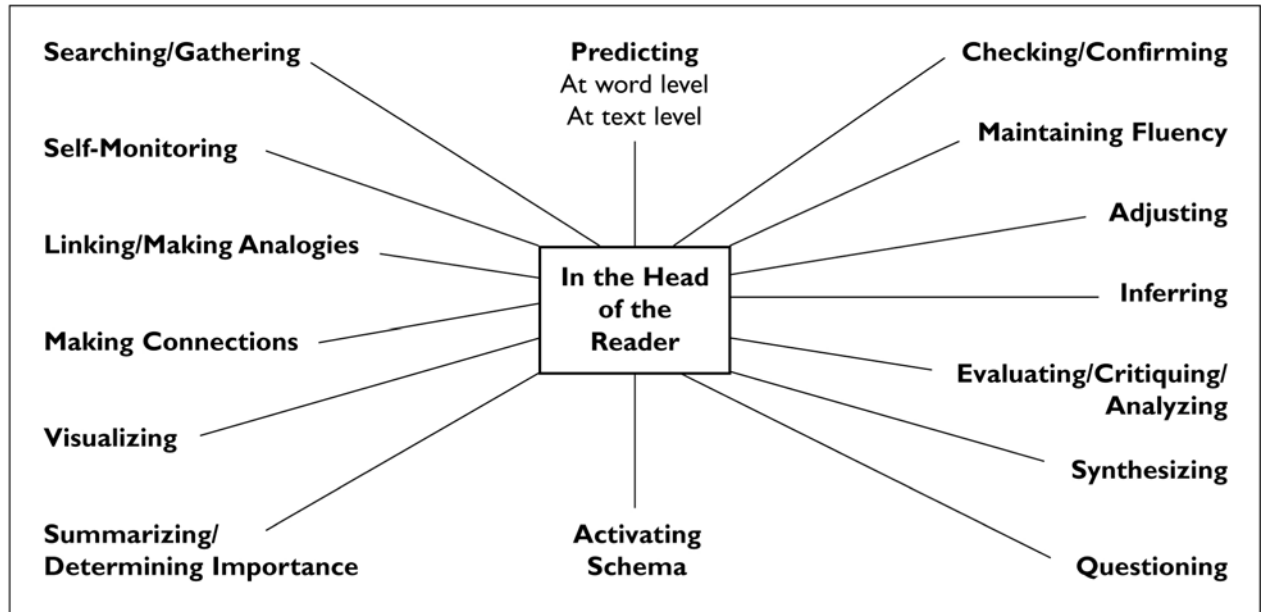
- One to one matching
- Directionality
 - Left to right
 - Return sweep
 - Top to bottom
- Self-monitors (notices errors)
- Rereading a page, line, phrase or word
- Cross-checking – using another source of information to attempt or make a self-correction
- Searching for and using more information
- Self-correcting
- using letters, parts of words (chunks) or known words to problem solve
- Predicting what comes next
- Integrating more than one source of information

Is the student an active problem solver or passive?

Is the student flexible and tries to problem solve once or multiple times?

Our goal is to produce independent readers whose reading & writing improves every time they read and write.

Strategic Activities For Higher Readers



Adapted from Schulman 2006, Fountas and Pinnell 2001, and Johnson 2006.

“If we think about what we are looking for and what we are paying attention to when we take running records, perhaps it could help us begin to analyze more carefully changes in the way the child is working on texts.”

Julia Douetil

Change and Opportunities for

Learning 2005, p. 13

Fluency Is Important!

What to listen for:

- **Expression and volume**
 - Quiet voice or expressive voice
 - Monotone or like talking to a friend
- **Phrasing**
 - Word by word, no intonation
 - Word by word with some phrasing and some attention to punctuation
 - Mostly phrased but some choppiness with good intonation.
 - Phrased throughout with good intonation
- **Smoothness**
 - Lots of stops, starts, pauses and rereading
 - Some hesitations, some rereading
 - Some smooth parts with some slowing to problem solve
 - Smooth, minor slowing to problem solve and then resumes
- **Pace**
 - Slow and laborious
 - Moderately slow
 - Mixture of fast and slow
 - Conversational pace throughout

What should grab your attention in your primary classroom?

- **Word by word reading**
 - Take the finger out, once one to one matching is secure, before working on phrasing (“read with your eyes”)
 - “Make it sound like talking.”
 - “Put these words together.”
 - “Read to your finger.”
- **Sounding out words by single phonemes (w – i – t – h)**
 - Not a helpful strategy, so try:
 - “What would make sense and start like that?”
 - “Think about the story...”
 - “You know a word that starts like that/ends like that?”
 - “Could it be xxx or yyyy.?”
 - Use known words to help solve new words.
 - Model how to chunk words or look for parts that they should know.
- **Not attending to meaning and reading makes no sense**
 - “Did that make sense (&/or sound right)? Try that again (encourage rereading to problem solve)
 - Work on “if it does not make sense, reread it!”
 - Reading must make sense, sound right and look right.
- **Not attending to endings**
 - “Try that again and look carefully.”
 - “Put your finger in and do a slow check of this word.”
 - Work on chunking words (look/ing)
- **Not attending to the middle of words (ie. Went/want)**
 - “Try that again, this word didn’t sound right”
 - “Try that again and make it look right and sound right?”
 - Work on noticing medial sounds when appropriate.

Choose 1-2 prompts carefully based on your observations and evidence from your running records. Use prompts in your teaching. Adjust as your student makes progress.

TOLDS

Additional Analysis Beyond MSV

What do TOLDS reveal that can drive our teaching?

Types of TOLDS:

1. TOLDS after no action

-	
said	T

- How might I shift my prompting tomorrow so that my student might begin to make an attempt at an unknown word?
- What prompts might I try?

2. TOLDS after limited action:

w-		happy		-	R	
was	T	him	T	through	T	

tr-e-s		-	A	a-	
treasure	T	and	Y	T	

- Child used just part(s) of a word, a substituted word, or rereads and stops further attempts. There is a pause where you give a TOLD.
- What source(s) are being used, what are being neglected?
- What do I need to teach for so my student can be successful next time? How can I prompt so they will make more effort the next time?

3. TOLDS after multiple actions

in	R	th-	
through			T

- Child makes more than one attempt, analyze each attempt
- What source(s) are being used, what are being neglected?
- What do I need to teach for so my student can be successful next time?
- What prompts can I use to support my student to be more independent?

Other things to ponder:

1. What types of words are being TOLD?
2. What prompts have I been using and how might I change my prompts to lift my student's processing.
3. Have I been too helpful during our new book?

3 Sources of Information

M – meaning

Did meaning or the message from the text or picture influence the error? Does that make sense?

S – structure or syntax

Did the structure of the sentence up to the error influence the substitution? Can we say it that way? Does it sound right?

V – visual information from the text

Did the visual information from the print influence any part of the error. Does it look right? Visual information is the print, not the picture (that is meaning)

**Analyze up to the error.
Analyze errors and self-corrections.**

Adapted from:
An Observation Survey of Literacy Achievement (Clay, 2013)
Running Records for Classroom Teachers (Clay, 2000)

The Steps to Analyzing a Running Record

Step 1: Is this text at an appropriate level?

Below 90% - Hard Level

90%-94% - Instructional Level

95%-100% - Easy Level

Step 2: What cue sources did the child use?

Meaning - Does it make sense with the story?

Structure - Does it sound right? Is that the way you would say it?

Visual - Does it look right?

Step 3: Did the child integrate the cue systems?

Does the child use meaning, structure and visual information in a coordinated way?

Does the child integrate the cuing systems on the first attempt?

Step 4: Is the child monitoring?

Does the child notice something isn't quite right?

Does the child stop reading, look unsure, hesitate, look at you?

Step 5: What other strategic activity did the child use at difficulty/after error?

What is the pattern of error?

What is the pattern of behavior?

Searching

Cross-checking

Rereading

Self-correcting

Step 6: What does this child need to learn next?

Examples:

to take a risk

to use meaning

to self-monitor errors

to reread

to notice print detail

Step 7: Comment on the child's level of fluency.

Is the child's voice guided by the punctuation?

Does the child put words together in meaningful groups?

Does the child put emphasis on particular words to reflect meaning?

Does the child change their intonation to reflect the meaning of the text?

Does the child read at an appropriate pace?

Steps before analyzing:

- Tally each error and each self correction in the columns marked E for Error and SC for Self Correction. One tally per error, not side by side but one below the other. Same for self-corrections. This allows us space to analyze on the right.

E	SC

- Count all the tally marks for Errors and record, count all the self-correction tally marks and record.
- Using the table at the back of the Running Record, calculate the error ratio and self-correction ratio.
- How many errors were made? Circle the percentage below the number of errors made.
- To get the self-correction rate use the formula:
 $(\text{Errors} + \text{SC}) / \text{SC} = 1: \underline{\hspace{2cm}}$
- Record MSV beside each error and in both columns from self-corrections.

E	SC		
		MSV	
		MSV	MSV

(self-corrections require both the error and the self correction to be analyzed).

- Analyze the running record to determine teaching focus for next lesson.



What will you teach after or tomorrow to help Bre improve her reading?

- Contractions
- Trying something before she appeals (reread and think what would start that way, make sense and sound right)
- Model how to break multi-syllabic words apart into chunks (Br-eak-fast, bro-th-er)
- Look for part of the word you know (fast in breakfast; er in brother.
- If she regularly omitted words, I would want to deal with this by taking her back to the line, “try this again, you missed a word.”
- Noticing visual information within words (tooth/teeth)

Choose what is most important at that time in her reading journey.

The Loose Tooth • Level E • Fiction

Student _____

Grade _____ Date _____

Teacher _____

School _____

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

Introduction: Kate had a loose tooth and she tried lots of things to make it come out. Read to find out what happened to Kate's loose tooth.

Summary of Scores:

Accuracy	_____	Comprehension	_____
Self-correction	_____	Writing About Reading	_____
Fluency	_____		

Sources of Information Used

Page	Text	Sources of Information Used							
		E		SC					
		E	SC	E			SC		
				M	S	V	M	S	V
2	<p>Kate had a loose tooth.</p> <p>Her tooth was very loose.</p> <p>Kate played with her tooth.</p> <p>But it did not come out.</p>								
4	<p>"Don't play with your tooth," said Kate's mom.</p> <p>"Eat your breakfast."</p> <p>"I want my tooth to come out," said Kate.</p>								
Subtotal									

The Loose Tooth • Level E

Page	Text	Sources of Information Used								
		E	SC	E			SC			
				M	S	V	M	S	V	
5	<p>"Your tooth will fall out," said Mom.</p> <p>Kate wiggled her tooth.</p> <p>But it did not fall out.</p>									
6	<p>Kate brushed her teeth after breakfast.</p> <p>She wanted her tooth to come out.</p> <p>She wanted it to come out now.</p>									
7	<p>She brushed and brushed.</p> <p>She brushed her loose tooth.</p> <p>But it did not fall out.</p>									
Subtotal										

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The Loose Tooth • Level E

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	Kate went to school. She played with her tooth at school.								
9	"Don't play with your tooth," said Kate's teacher.								
10	Kate played with her tooth at lunch. She wiggled it and wiggled it.								
11	"Don't wiggle your tooth," said Ben. "I want to eat my lunch."								
Subtotal									

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The Loose Tooth • Level E

Page	Text	Sources of Information Used								
		E	SC	E			SC			
				M	S	V	M	S	V	
12	Kate went home. Her brother played with his blocks. Kate played with her tooth.									
13	"It is time to eat," said Mom. "Come and have some soup."									
14	Kate had some soup. She said, "Now I want an apple. I want a big, big apple."									
Subtotal										

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The Loose Tooth • Level E

Sources of Information Used

Page	Text	E	SC	E			SC				
				M	S	V	M	S	V		
15	Kate took a big, big bite of her apple.										
16	"Look, Mom!" Kate said. "Look at my tooth now! "										
Subtotal											
Total											

Accuracy Rate	Errors	21 or more	19-20	17-18	15-16	13-14	11-12	9-10	7-8	5-6	3-4	1-2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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The Loose Tooth • Level E

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student’s understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the *Assessment Guide*. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key	
3	Student demonstrates proficiency in understanding the text.
2	Student is approaching proficiency in understanding the text.
1	Student demonstrates limited proficiency in understanding the text.
0	Student’s comprehension is not proficient .

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Kate has a loose tooth. She wants it to come out and is doing everything she can to make it come out. She wiggles it, plays with it, and brushes it.</p> <p>In the end, she eats an apple and her tooth falls out.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell the important things that happen in the story.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>In the beginning, Kate is frustrated that her loose tooth won’t fall out. In the end she is happy when it finally falls out.</p> <p>Kate’s mom isn’t worried because she knows the tooth will fall out on its own.</p> <p>Sample response: I had to wait in line to go on a ride at the park. I waited and waited, but finally I got to go on it. I waited and I was happy when it happened, just like Kate. (Accept logical responses that make a connection between the student’s personal experiences and the content.)</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how Kate feels about her tooth at the beginning of the story and at the end of the story.</p> <p>What do you think Kate’s mom is thinking?</p> <p>Tell about a time when you had to wait for something to happen. How was it like this story?</p>	<p>0 1 2 3</p>

Guide to Total Score, Levels A-K	
5–6	Proficient
4	Approaching Proficiency
3	Limited Proficiency
0–2	Not Proficient

Total Score: _____ /6

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The Loose Tooth • Level E

Read the writing/drawing prompt below to the student. Specify the amount of time for the student to complete the task. (See the *Assessment Guide* for more information.)

Student _____

Writing About Reading Scoring Key

- 3** Reflects **excellent** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 0** Reflects **no** understanding of the text.

Write about how Kate tries to get her tooth to come out. You can draw a picture to go with your writing.

Fountas, I. & Pinnell, G.S. (2017) The Fountas and Pinnell Benchmark Assessment System 1. Portsmouth, NH: Heinemann.

<http://www.fountasandpinnell.com/bas/>

You can request an online code to access running records, forms, etc. Email customer support and the above website and tell them what kit you have. They will send you a code for your school to use. You will have to make an account with your email address and a password.