



# Fountas and Pinnell

Benchmark Reading Assessment  
Third Edition

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# Why is GPCSD making this change?

- ❖ Fountas and Pinnell will only be selling 3<sup>rd</sup> edition kits after this spring. We want all schools using the same assessment.
- ❖ This new edition makes administration and scoring more standardized across teachers.
- ❖ There is a refined comprehension conversation to account for more rigorous administration, analysis, and scoring.

# Changes to the Assessment Scoring

- ❖ there is no additional point allowed
  - -the assessment is out of 6 (A-K) and 9(L-Z).
  - the language used for comprehension is changed

## **Guide to Total Score, Levels A-K**

- 5–6** Proficient
- 4** Approaching Proficiency
- 3** Limited Proficiency
- 0–2** Not Proficient

## **Guide to Total Score, Levels L–Z**

- 8–9** Proficient
- 6–7** Approaching Proficiency
- 4–5** Limited Proficiency
- 0–3** Not Proficient

# What will the changes mean to you?

- There will be some updated books in both Kit 1 (A-K) and Kit2 (L-Z).
- The assessment recording forms have been completely changed to reflect better prompt questions and revised scoring.
- There is revised language for comprehension levels, but these will still correspond with Dossier language (Ex, Sat, Lim).
- GPCSD has a revised comprehension and accuracy chart.
- All schools must be using the new version of books, assessment forms, and the new comprehension/accuracy chart.

**Fountas and Pinnell Accuracy / Comprehension Levels**

**For Levels A-K**

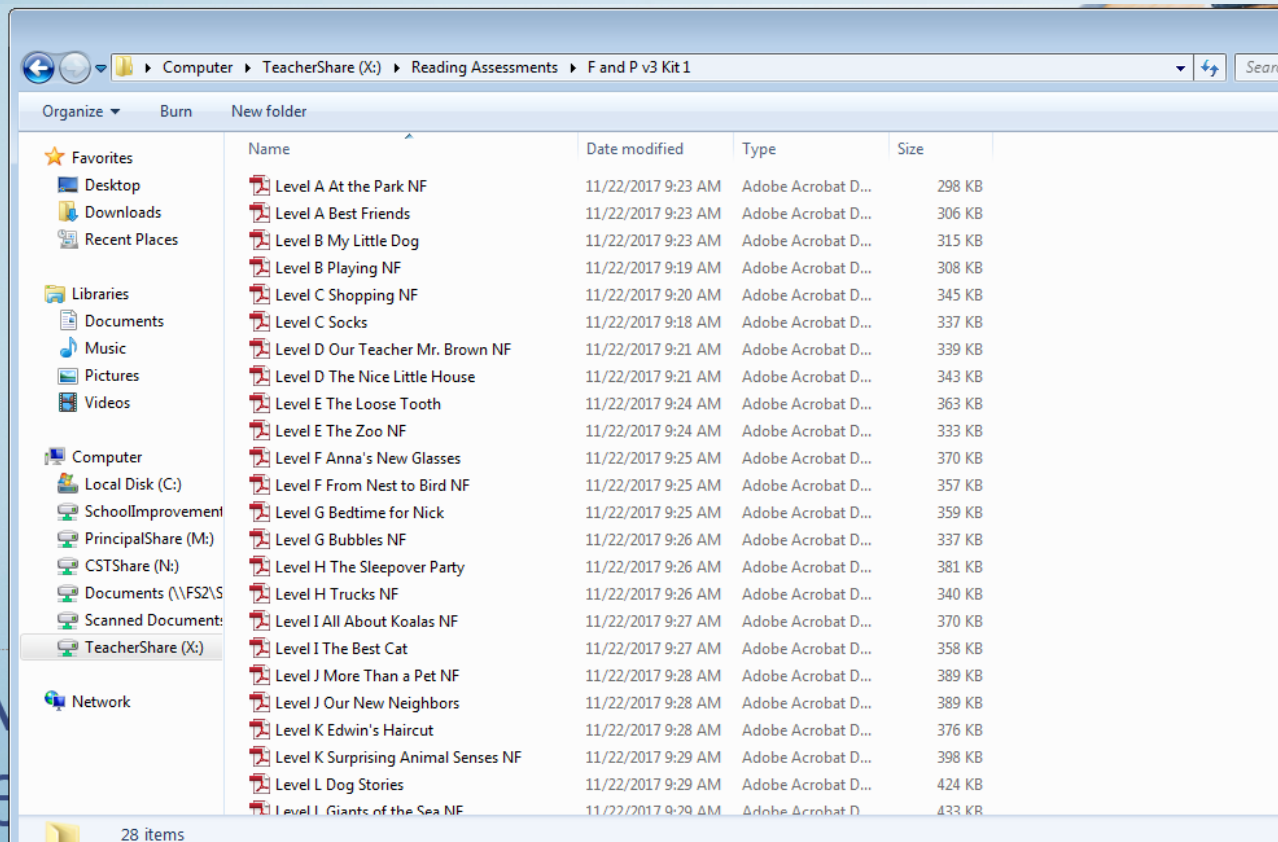
Benchmark Criteria for Levels A-K	Comprehension Score			
<b>Accuracy</b>	<b>Excellent 5-6</b> <i>*Proficient</i>	<b>Satisfactory -4</b> <i>*Approaching Proficiency</i>	<b>Limited -3</b> <i>*Limited Proficiency</i>	<b>Unsatisfactory 0-2</b> <i>*Not Proficient</i>
95-100%	Independent	Independent	Instructional	Hard
90-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

**For Levels L-Z**

Benchmark Criteria for Levels L-Z	Comprehension Score			
<b>Accuracy</b>	<b>Excellent 8-9</b> <i>*Proficient</i>	<b>Satisfactory 6-7</b> <i>*Approaching Proficiency</i>	<b>Limited 4-5</b> <i>*Limited Proficiency</i>	<b>Unsatisfactory 0-3</b> <i>*Not Proficient</i>
98-100%	Independent	Independent	Instructional	Hard
95-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

All assessment recording sheets can be found in **TEACHER SHARE** under **READING ASSESSMENTS**. All other assessment resources can be found online with your school online log-in.

<https://resources.fountasandpinnell.com/Login.aspx>



# Taking a Closer Look at a New Assessment



More details provided for reference

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><b>Within the Text</b></p> <p>The setting is 1904, Detroit. Henry Ford has just invented the automobile, which people call a “horseless carriage.”</p> <p>Ethan’s father has bought an automobile. At first Ethan is embarrassed because people are yelling at his father, telling him to get a horse.</p> <p>Then Ethan goes for a ride and finds it exciting. Ethan’s father predicts that before long everyone will be driving an automobile. He assures Ethan that they’ll still keep their horse because he’s part of the family.</p> <p><i>Note any additional understandings:</i></p>	<p>Summarize the important events in the story.</p> <p>Is there anything else you’d like to add to your summary?</p>	0 1 2 3
<p><b>Beyond the Text</b></p> <p>The automobile is a new invention and it looks and sounds strange to people. They don’t think it can replace the horse and carriage.</p> <p>Ethan’s father doesn’t care what people think because he knows the car will catch on. In fact, he is happy to be attracting so much attention.</p> <p>At first, Ethan is embarrassed. Like his neighbors, Ethan thinks the horse-drawn carriage is best. After riding in the automobile, Ethan agrees that it is fun. He is especially happy when his father tells him that having a car does not mean they have to get rid of their horse.</p> <p>New inventions often seem strange at first but with time, can change the world. Just because you get something new it doesn’t mean you have to get rid of the old.</p> <p>Sample response: I need to try things and not worry if people say things, like how Ethan got over people laughing at his father. (Accept logical responses that connect to this text.)</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think people make fun of the car?</p> <p>How does Ethan’s father feel about people making fun of him?</p> <p>Talk about how Ethan’s opinion of the automobile changes.</p> <p>What do you think is the writer’s message?</p> <p>What does this message mean to you? Can you give an example?</p>	0 1 2 3



## "Get a Horse!" • Level T

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>This book is fiction. It has main characters (Ethan, his father, the townspeople). It is set in 1904 Detroit.</p> <p>The title comes from what the people are yelling when they make fun of Ethan's father. They tell him to get a horse because that is the common practice at the time and automobiles are a new invention.</p> <p>The writer tells you that 1904 is different from today by telling you that people are still driving horse-drawn carriages, and Ethan's father's automobile only goes 20 miles an hour. It is important to know the time period in order to understand the story and how people thought in that time.</p> <p>Sample response: The writer uses descriptive language to make the story interesting. For example, "newfangled horseless carriages," "noisy contraption," "enveloped in a cloud of dust," "motor wheezed, rattled, and roared into action." (Accept logical opinions and note how well students support their ideas with evidence from the text.)</p> <p><i>Note any additional understandings:</i></p>	<p>What is the genre of this book? How do you know?</p> <p>Explain the meaning of the title "Get a Horse!"</p> <p>How does the writer show you that 1904 was different from today? Why is this important for readers to think about?</p> <p>What does the writer do to keep you interested? What else? Can you show an example?</p>	<p>0 1 2 3</p>

New or revised prompt questions.

**Guide to Total Score, Levels L-Z**

- 8-9 Proficient
- 6-7 Approaching Proficiency
- 4-5 Limited Proficiency
- 0-3 Not Proficient

Total Score: \_\_\_\_\_ /9

# Detailed Rubric to help score the Comprehension Conversation

## Rubric for Scoring the Comprehension Conversation in Levels A–K

Benchmark  
Assessment System 1  
THIRD EDITION

Use this rubric in conjunction with the recording form for each book in order to determine a student's comprehension score.

For further details regarding the behaviors in this rubric, see *The Fountas & Pinnell Literacy Continuum* (Fountas & Pinnell, Heinemann 2017).

Score	Within the Text	Beyond and About the Text
<b>3</b> Proficient	<p><b>For Fiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Communicates all the important events in the story.</li> <li>Levels E-K: Communicates most of the important events in the story, including the problem, solution, and characters.</li> </ul> <p><b>For Nonfiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Communicates all the important ideas and information explicitly stated in the text.</li> <li>Levels E-K: Communicates most of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate.</li> </ul> <p><i>No teaching is needed to help the student think within the text at this level.</i></p>	<p><b>For Fiction and Nonfiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Consistently makes inferences about meaning based on the illustrations and/or text and provides evidence.</li> <li>Levels E-K: Consistently makes inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence.</li> <li>Consistently makes connections between the content and personal experiences or other texts.</li> </ul> <p><i>No teaching is needed to help the student think beyond and about the text at this level.</i></p>
<b>2</b> Approaching Proficiency	<p><b>For Fiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Communicates many of the important events in the story.</li> <li>Levels E-K: Communicates many of the important events in the story, including the problem, solution, and characters.</li> </ul> <p><b>For Nonfiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Communicates many of the important ideas and much of the information explicitly stated in the text.</li> <li>Levels E-K: Communicates many of the important ideas and much of the information explicitly stated in the text, including steps in a process or events in order when appropriate.</li> </ul> <p><i>Some teaching is needed to help the student think within the text at this level.</i></p>	<p><b>For Fiction and Nonfiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Makes some inferences about meaning based on the illustrations and/or text and provides evidence.</li> <li>Levels E-K: Makes some inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides evidence.</li> <li>Makes some connections between the content and personal experiences or other texts.</li> </ul> <p><i>Some teaching is needed to help the student think beyond and about the text at this level.</i></p>
<b>1</b> Limited Proficiency	<p><b>For Fiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Communicates a few of the important events in the story.</li> <li>Levels E-K: Communicates a few of the important events in the story, including the problem, solution, and characters.</li> </ul> <p><b>For Nonfiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Communicates a few of the important ideas and information explicitly stated in the text.</li> <li>Levels E-K: Communicates a few of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate.</li> </ul> <p><i>Intensive teaching is needed to help the student think within the text at this level. Teaching will be successful only if accuracy meets the criterion and the score for thinking beyond and about the text is at least a 2.</i></p>	<p><b>For Fiction and Nonfiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Makes a few inferences about meaning based on the illustrations and/or text and provides some evidence.</li> <li>Levels E-K: Makes a few inferences about meaning based on the text and illustrations (including setting and characters for fiction) and provides some evidence.</li> <li>Makes a few connections between the content and personal experiences or other texts.</li> </ul> <p><i>Intensive teaching is needed to help the student think beyond and about the text at this level. Teaching will be successful only if accuracy meets the criterion and the score for thinking within the text is at least a 2.</i></p>
<b>0</b> Not Proficient	<p><b>For Fiction</b></p> <ul style="list-style-type: none"> <li>Does not communicate the important events in the story.</li> </ul> <p><b>For Nonfiction</b></p> <ul style="list-style-type: none"> <li>Does not communicate the important ideas and information explicitly stated in the text.</li> </ul> <p><i>Teaching will be successful only if accuracy meets the criterion and the score for thinking beyond and about the text is a 3.</i></p>	<p><b>For Fiction and Nonfiction</b></p> <ul style="list-style-type: none"> <li>Levels A-D: Does not make inferences about meaning based on the illustrations and/or text.</li> <li>Levels E-K: Does not make inferences about meaning based on the text and illustrations.</li> <li>Does not make connections between the content and personal experiences or other texts.</li> </ul> <p><i>Teaching will be successful only if accuracy meets the criterion and the score for thinking within the text is a 3.</i></p>