

Approximate Start Level Based on Grade-Level Performance

Grade	Reading Performance <i>(how the student is reading relative to expected grade-level performance)</i>	Time of Year			Approximate Benchmark Assessment Starting Level
		Beg.	Mid.	End	
Grade 3	Below level	L			L
	Below level		M/N		M
	Below level			O	O
	On level	M			M
	On level		N/O		O
	On level			P	P
	Above level	N			O
	Above level		O/P		O
	Above level			Q	Q
Grade 4	Below level	O			O
	Below level		P/Q		P
	Below level			R	R
	On level	P			P
	On level		Q/R		Q
	On level			S	S
	Above level	Q			Q
	Above level		R/S		R
	Above level			T	T
Grade 5	Below level	R			R
	Below level		S/T		S
	Below level			U	U
	On level	S			S
	On level		T/U		T
	On level			V	V
	Above level	T			T
	Above level		U/V		U
	Above level			W	W

FIGURE 2.2 Approximate Start Level Based on Grade-Level Performance

Approximate Start Level Based on Grade-Level Performance, *continued*

Grade	Reading Performance (how the student is reading relative to expected grade-level performance)	Time of Year			Approximate Benchmark Assessment Starting Level
		Beg.	Mid.	End	
Grade 6	Below level	U			U
	Below level		V/W		V
	Below level			X	X
	On level	V			V
	On level		W/X		W
	On level			Y	Y
	Above level	W			W
	Above level		X/Y		X
	Above level			Z	Z
Grade 7/8	Below level	X			X
	Below level		X/Y		X
	Below level			Y	Y
	On level	Y			Y
	On level		Y/Z		Y
	On level			Z	Z
	Above level	Z			Z
	Above level		Z		Z
	Above level			Z	Z

* If L is too difficult for the reader, go to *Benchmark Assessment System 1* and select a starting point based on the classroom teacher's estimate of student performance.

** If a student can read level Z with 98% or greater accuracy, comprehension that is proficient or approaching proficiency, and satisfactory fluency (Independent level), you will want to give the student opportunities to read a variety of books at X, Y, Z, or Z+ that offer interesting topics and a broad array of genres. Be sure to consider appropriateness of content for the age group.

FIGURE 2.2 Approximate Start Level Based on Grade-Level Performance, *continued*