Benchmark
Assessment System 1
THIRD EDITION

The Best Cat • Level I • Fiction

Student _____   Year _____   Date _____

Teacher _____   School _____

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

Introduction: A boy named Spencer went to a farm to pick out a cat, but he had trouble finding the best cat. Read to find out if Spencer found the best cat for him.

Summary of Scores:			
Accuracy	_____	Comprehension	_____
Self-correction	_____	Writing About	
Fluency	_____	Reading	_____

Page	Text	*The Best Cat* Level I, RW: 263, E: 28	E	SC
2	Spencer wanted a cat more than anything in the world. He wanted a cat that would sleep on his bed and purr in his ear and be his best furry friend.			
3	"Please, can I get a cat?" Spencer asked. "I **really** want one." "Are you sure?" his mother answered. "It is hard work to take care of a cat."			
		Subtotal		

The Best Cat • **Level I**

Page	Text	E	SC
4	"I'll take good care of him," said Spencer. "I promise. I'll brush him and feed him and give him water every day." "All right," said his mother. "Let's go to Apple Tree Farm. Maybe we can get a cat there."		
6	Spencer and his mother went to Apple Tree Farm. Many animals lived on the farm. There were cows and horses in the fields. There was a friendly farmer. And there were cats everywhere!		
	Subtotal		

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Page	Text	E	SC
8	Spencer had never seen so many cats and kittens!		
9	"How will you choose just one?" asked Spencer's mother. Spencer thought about it. Then he said, "I'll choose the best cat for me."		
10	Spencer saw a black cat playing on the straw in the barn. "I like your shiny fur," said Spencer. "Will you be my cat?"		
	Subtotal		

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Page	Text	E	SC
11	The cat ducked under the straw. "I guess you're not the best cat for me," said Spencer. "I'll look for another cat."		
12	Spencer watched another cat licking her paw down by the pond. "I like your fluffy tail and your pink tongue," said Spencer. "Will you be my cat?"		
13	The cat didn't even look at Spencer. "I can tell that you are not the best cat for me," Spencer said. "I'll look for another cat."		
	Subtotal		
	Total		

Have the student finish reading the book silently.

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	Errors	28 or more	25-27	23-24	20-22	18-19	15-17	12-14	10-11	7-9	4-6	1-3	0
Accuracy Rate	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: _____

Fluency Score	0 1 2 3	**Fluency Scoring Key**

Fluency Scoring Key

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.

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.

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.

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.

Part Two: Comprehension Conversation

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
Within the Text Spencer wants a cat that will be his friend. He promises to take care of the cat. Spencer's mum takes him to the farm to find a cat. He sees many cats, but none of them seem to be the right cat for him. Finally, a kitten puts her paw on Spencer's leg and purrs. The best cat for Spencer chooses him. *Note any additional understandings:*	Tell the important things that happen in the story. Is there anything else?	0 1 2 3

Continued on next page

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Key Understandings	Prompts	Score
Beyond and About the Text The kitten follows Spencer while he looks at the other cats. At the end, she comes to Spencer, touches him and purrs. She likes Spencer, so she is the best cat for him. He is happy. He is smiling and holding the kitten in the picture. You can tell Spencer really wants a cat because it shows the word "really" in bold letters and the thought bubble shows he is thinking about a cat. Sample response: I wanted a bike, but I was too little. It wasn't like Spencer because my mum bought it for me when I got bigger. (Accept logical responses that make a connection between the student's personal experiences and the content.) *Note any additional understandings:*	Why do you think the kitten is the best cat for Spencer? How does Spencer feel at the end of the story? How can you tell? Look at page 3. How do the writer and the illustrator show you how much Spencer wants a cat? Have you ever wanted something like Spencer wanted a cat? How is your experience like this story?	0 1 2 3

Guide to Total Score, Levels A-K

5–6 Proficient

4 Approaching Proficiency

3 Limited Proficiency

0–2 Not Proficient

Total Score: _____ /6

Part Three: Writing About Reading *(optional)*

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.

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.)

Write about how Spencer finds his new cat. You can draw a picture to go with your writing.

ANALYSIS OF ORAL READING

After determining a reader's instructional level, use this chart to analyse the reader's strengths and needs.

Processing Actions	What did the reader do at difficulty or after error? (e.g., stop, appeal, attempt, reread, self-correct)
Phonics / Word Analysis	How did the reader use phonics skills? (e.g., letter-sound relationships [initial, medial, final], phonograms/spelling patterns, word parts, syllables, high-frequency words)
Fluency	How did the reading sound? (e.g., pausing, phrasing, stress, intonation, rate, integration)
Language / Comprehension	What is the evidence that the reader used syntax and understood the text?
TEACHING PRIORITIES	Tomorrow I will need to: