Benchmark
Assessment System 1
THIRD EDITION

Dog Stories • **Level L** • **Fiction**

Student _____   Year _____   Date _____

Teacher _____   School _____

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

Introduction: April was reading a book about a dog who rescued a man. She decided to write a letter to her favourite author, Julia Reed. She wanted the author to write a book about her dog, Golden Boy. Read to find out what happened.

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

Page	Start Time ____ min. ____ sec. · *Dog Stories* Level L, RW: 266, E: 15	E	SC
2	April Bailey was reading to her dog, Golden Boy. Her voice got more excited as she read the last few lines.		
3	"*Roxy to the Rescue* is the best book ever!" April told Golden Boy. April was always having Big Ideas, and she had one right then and there.		
4	"I'm going to write a letter to Julia Reed to tell her how much I love this book," April said. "Who's Julia Reed?" her brother Scott asked.		
	Subtotal		

Dog Stories • Level L

Page	Text	E	SC
5	"She's my favourite author," April said. "All of her books are about dogs, right, Golden Boy?"		
6	April finished her letter and read it out loud. Golden Boy turned his head. He seemed to be listening.		
7	8 November Dear Ms Reed, *Roxy to the Rescue* is your best book yet! I have a Lab named Golden Boy. He's super smart, and he is a super-sniffer! Please would you write about Golden Boy next? He would be a wonderful dog hero. Your biggest fan, April Bailey		
	Subtotal		

Dog Stories • **Level L**

Page	Text	E	SC
8	April put a photograph of Golden Boy in the envelope, along with her letter. "Hey, don't get your hopes up," warned Scott. "She may get a zillion letters a day."		
9	"I just know Julia Reed will answer me," April said. "She's a dog lover, just like me." She stuck a stamp on the envelope. It was a dog stamp, of course!		
10	"Find your leash, Boy," April told her dog. "Let's go post this letter." Golden Boy put his nose to the floor, sniffing. Then he dived behind a chair. When he came back out, the missing leash was dangling from his mouth. "That's my super-sniffer!" April said.		
	Subtotal		
	End Time ____ min. ____ sec. **Total**		

Have the student finish reading the book silently.

Dog Stories • Level L

Accuracy Rate	Errors	15 or more	12-14	10-11	7-9	5-6	1-4	0
	%	Below 95%	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.

Reading Rate *(Optional)*

End Time   _____ min. _____ sec.

Start Time   _____ min. _____ sec.

Total Time   _____ min. _____ sec.

Total Seconds   _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)

15 960 ÷ _____ = _____ WPM

Dog Stories • **Level L**

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 April is at home reading to her dog, Golden Boy. April wants her favourite author, Julia Reed, to write a story about Golden Boy because he is a smart dog and would make a wonderful dog hero. April writes a letter to the author to ask her to write the story. April gets a letter back, but the author tells her she can't write the story. She only writes stories about dogs she knows and she doesn't know Golden Boy. April decides she will write a story about Golden Boy. *Note any additional understandings:*	Tell the important things that happen in the story. Is there anything else?	0 1 2 3
Beyond the Text April likes to read, especially books about dogs by her favourite author, Julia Reed. She loves her dog Golden Boy and is proud of him. April wishes she would hear back from Julia Reed. She is probably tired of waiting. She looks a little sad in the illustrations. But she is hopeful, even though her brother thinks Julia Reed won't answer. She learns that writers write about the things they know. She realises that she can be an author and write her own book about her dog. Sample response: I can be a writer, too. I can write about what I know. (Accept logical responses that make a connection between the student's personal experiences and the content.) *Note any additional understandings:*	Tell what you learnt about April and the things she likes. How do you think April feels while she is waiting for Julia Reed to answer her letter? In the end, April learns a lesson about being a writer. What do you think she learns? How does the lesson make you think about what you can do in your life?	0 1 2 3

Continued on next page

Dog Stories • Level L

Key Understandings	Prompts	Score
About the Text The book is fiction. It has characters and is a made up story. It is realistic fiction because it could really happen. The writer uses different kinds of writing to tell the story, including letters and a page from a book. She tells it in the order it happened. (Accept responses that use academic language to address structure or organisation, craft elements and graphics.) This story could really happen because kids like to write letters to their favourite authors and sometimes the authors will write back. Sample response: The writer includes different kinds of writing in the book. It is interesting to read the letters that April and the author wrote to hear their voices. It is fun to read the beginning of April's story about Golden Boy. (Accept logical opinions and note how well students support their ideas with evidence from the text.) The letters give us more details about April and Julia Reed. They help you understand these characters better. *Note any additional understandings:*	What is the genre of this book? How do you know? What do you notice about how the writer tells the story? Do you think what happens in *Dog Stories* could really happen? Why? What does the writer do to keep you interested? What else? Show an example. Why do you think the writer included the letters that April and the author wrote? How do they add to the story?	0 1 2 3

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

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 why April is the best person to write a story about Golden Boy. 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: _____ _____ _____ _____