Benchmark
Assessment System 1
THIRD EDITION

Socks • Level C • Fiction

Student _____ Year _____ Date _____

Teacher _____ School _____

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

Introduction: Socks the cat was sleeping in lots of different places, and the girl wanted her to wake up. Read to find out if Socks wakes up.

Summary of Scores:

Accuracy _____ Comprehension _____

Self-correction _____ Writing About

Fluency _____ Reading _____

Sources of Information Used

Page	Text	*Socks* Level C, RW: 79, E: 9	E	SC	E			SC		
					M	S	V	M	S	V
2	Socks was sleeping on the bed. "Wake up, Socks!" I said.										
4	Socks was sleeping on my chair. I said, "Wake up, Socks!"										
6	She was sleeping on the couch. "Wake up, Socks!" I said.										
		Subtotal									

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Socks • Level C

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	She was sleeping on the rug. I said, "Wake up, Socks!"								
10	She was sleeping by the window. I said, "Socks, wake up!"								
12	Socks was sleeping by the door. "Wake up!" I said.								
14	Socks was sleeping under the table.								
	Subtotal								

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Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
14 *cont.*	"I can wake Socks up," I said.								
16	Purr								
	Subtotal								
	Total								

Accuracy Rate	Errors	9 or more	8	7	6	5	4	3	2	1	0
	%	Below 90%	90%	91%	92%	94%	95%	96%	97%	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.

Socks • **Level C**

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 Socks the cat is sleeping in many different places in the house. The girl tries to wake up Socks, but Socks won't wake up. The girl solves the problem by getting some food to wake up Socks. *Note any additional understandings:*	Tell what happens in this story. Is there anything else?	0 1 2 3
Beyond and About the Text Socks is a sleepy (or lazy) cat. The pictures show she is sleeping whenever the girl looks for her and she doesn't want to wake up. Socks wakes up because she wants to eat the food the girl put out for her. The picture shows Socks eating and purring. The picture shows that Socks is happy. Socks is purring, and cats purr when they are happy. Socks likes to eat fish. Sample response: I have a pet. I give him treats to do what I want. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.) *Note any additional understandings:*	Tell what Socks is like. What makes you think that? Why does Socks finally wake up? How do you know? What does the picture on the last page show you about Socks? In this story, the girl figures out how to make Socks wake up. Have you ever tried to get someone to do something before? How is that like the girl in the 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)*

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

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.

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Student _____   Date _____

Write about two things you know about Socks the cat. You can draw a picture to go with your writing.

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