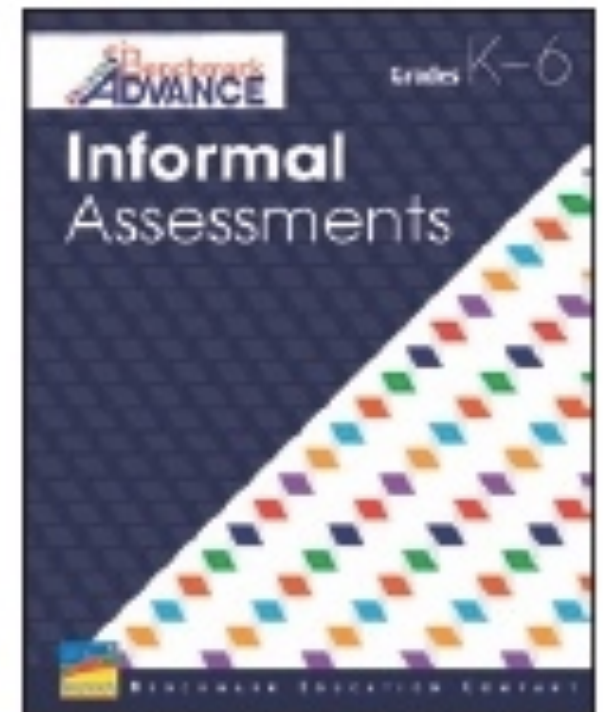


# Guided Reading Levels

Determining student guided reading levels methods:

- DIBELS or TRC
- Benchmark Advance: Informal Assessment: Leveled Screener

DIBELS North			
Grade 5	BOY	MOY	EOY
Name	Comp. Score	Lexile	Comp. Score
14	215L	300L	DORF



# Developing Reading Over Time

<b>CONVERSION GUIDE</b> to Benchmark Education's Precise, Consistently Leveled Texts				
Developmental Category	Grade Level	Letter Level	Number Level	Lexile Range
Emergent	K	A	1	BR*–420L  *Beginning Reading
Emergent/Early	K-1	B	2	
		C	3, 4	
Early	1	D	5, 6	
		E	7, 8	
		F	9, 10	420L–820L
		G	11, 12	
Early/Fluent	1-2	H	13, 14	
		I	15, 16	
	2	J	18	
		K	20	
		L	24	
Fluent	2-3	M	28	
	3	N	30	
		O	34	
		P	38	
	4	Q	40	740L–1010L
		R	40	
	4-5	S	44	
	5	T	44	
	5-6	U	50	
		V	60	
Advanced Fluent	6	W	60	925L–1185L
	6	X	60	
	6-7	Y	70	
	8-9	Z	80	1050L–1335L
	9+	Z+	90	

- What grade level(s) do you teach?
- What does that fall under developmentally and letter wise?

**Benchmark  
Conversion**



# Developmental Category

- Emergent (K, 1)
- Early (K, 1, 2)
- Fluent (2, 3, 4, 5)
- Advanced (3, 4, 5)

CONVERSION GUIDE to Benchmark Education's Precise, Consistently Leveled Texts				
Developmental Category	Grade Level	Letter Level	Number Level	Lexile Range
Emergent	K	A	1	BR*–420L  *Beginning Reading
		B	2	
		C	3, 4	
Emergent/Early	K-1	D	5, 6	
		E	7, 8	
Early	1	F	9, 10	420L–820L
		G	11, 12	
		H	13, 14	
		I	15, 16	
Early/Fluent	1-2	J	18	
	2	K	20	
	2-3	L	24	
		M	28	
Fluent	3	N	30	
		O	34	
		P	38	
	4	Q	40	740L–1010L
		R	40	
	4-5	S	44	
		T	44	
	5	U	50	
	5-6	V	60	925L–1185L
		W	60	
Advanced Fluent	6	X	60	
	6-7	Y	70	
	8-9	Z	80	
	9+	Z+	90	1050L–1335L

# Finding the Levels with DIBELS

DIBELS Next®							
BOY		MOY		EOY		PM	
Name	Comp. Score	Lexile	Comp. Score ▲	Lexile	Comp. Score	Lexile	Recent PM History
14		315L		590L			
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

Click to display Lexile Level

DORF Fluency  
80 WPM

Lexile Level

- Click on Lexile
- Review student Lexile levels
- Take note of Lexile number

- Use chart on next slide to determine approximate guided reading level

## Benchmark Goals

Amplify 3D Reading Levels for Text Reading Comprehension (TRC) with Fountas & Pinnell and Lexile Levels

Grade	Time of Year BOY – Beginning of Year MOY – Middle of Year EOY – End of Year	Far Below Proficient (Intensive)	Below Proficient (Strategic)	Proficient (Benchmark)	Lexile Equivalent	Above Proficient
		Frustration Level		Independent Level		Instructional Level
<b>K</b>	BOY	<PC	PC	RB		
	MOY	RB and below	A	B		
	EOY	A and below	B	C to D		
<b>1</b>	BOY	A and below	B	C to D		
	MOY	C and below	D to E	F to G		
	EOY	E and below	F to H	I		
	Fluency Goals (Hasbrouck & Tindal)	15-28 WCPM	53 WCPM	82-111 WCPM		
<b>2</b>	BOY	E and below	F to H	I		
	MOY	H and below	I	J to K		
	EOY	J and below	K	L to M		
	Fluency Goals (Hasbrouck & Tindal)	31-61 WCPM	89 WCPM	117-142 WCPM		
<b>3</b>	BOY	J and below	K	L to M		
	MOY	K and below	L to M	N		
	EOY	L and below	M to N	O to P		
	Fluency Goals (Hasbrouck & Tindal)	48-78 WCPM	107 WCPM	137-162 WCPM	DORF EOY: 100 WPM	
<b>4</b>	BOY	L or Below	M to N	O to P	575-675	Q and above
	MOY	N and below	O to P	Q	700-725	R and above
	EOY	P and below	Q	R to S	750-825	T and above
	Fluency Goals (Hasbrouck & Tindal)	72-98 WCPM	123 WCPM	152-180 WCPM	DORF EOY: 115 WPM	
<b>5</b>	BOY	P and below	Q	R to S	750-825	T and above
	MOY	Q and below	R to S	T	850	U and above
	EOY	S and below	T	U to V	875-925	W and above
	Fluency Goals (Hasbrouck & Tindal)	83-109 WCPM	139 WCPM	168-194 WCPM	DORF EOY: 130 WPM	
<b>6</b>	BOY	S and below	T	U to V	875-925	W and above
	MOY	U and below	V	W to X	950-1000	Y and above
	EOY	V and below	W to X	Y to Z	1025-1075	
	Fluency Goals (Hasbrouck & Tindal)	93-122 WCPM	150 WCPM	177-204 WCPM	DORF EOY: 120 WPM	

- Locate Lexile span at approximate grade level
- Locate word count per minute (WCPM)
- Find intersection to determine starting point for leveled reader

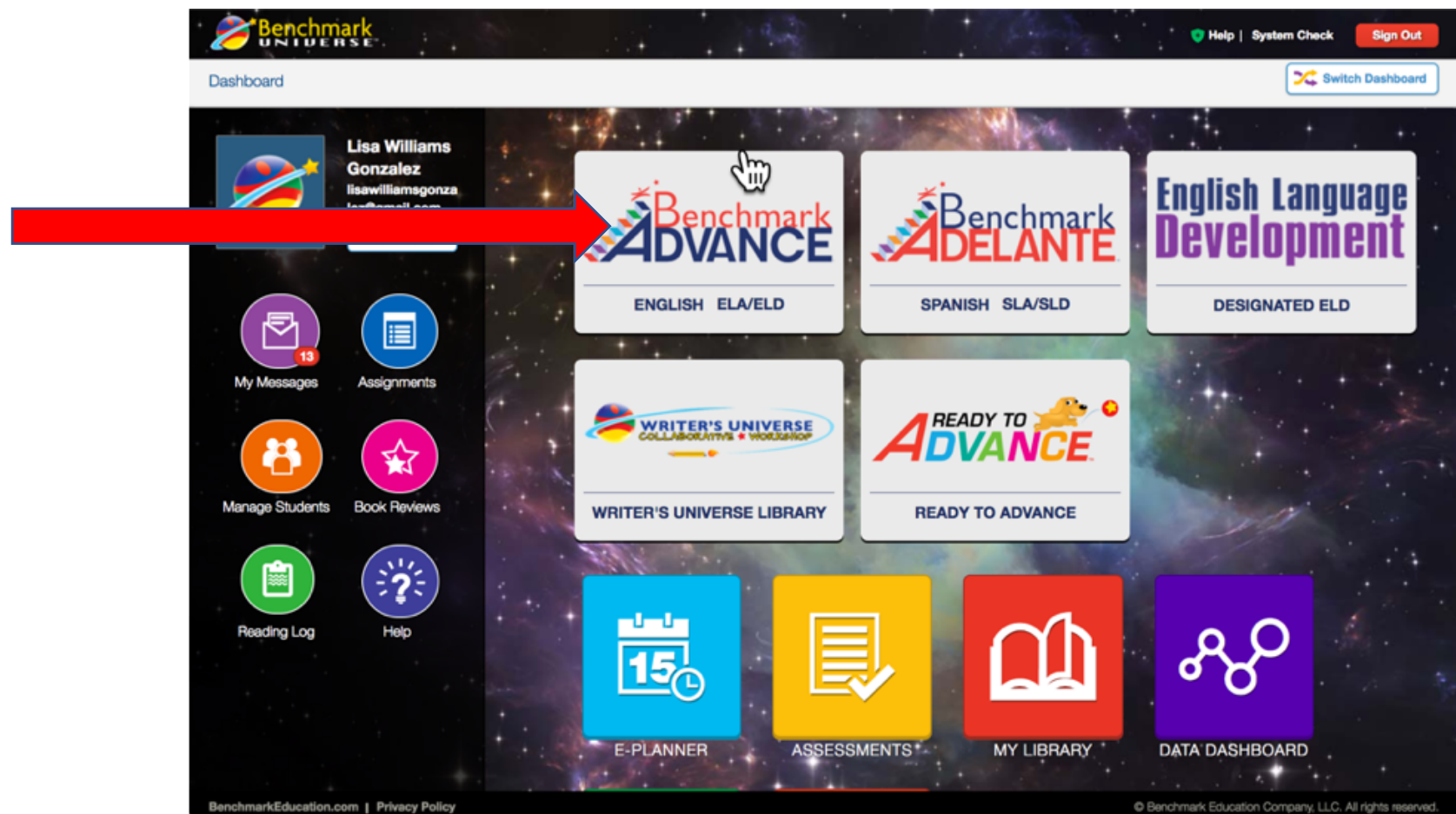


## Benchmark Goals

*Amplify 3D Reading Levels for Text Reading Comprehension (TRC) with Fountas & Pinnell and Lexile Levels*

Grade	Time of Year <small>BOY – Beginning of Year MOY – Middle of Year EOY – End of Year</small>	Far Below Proficient (Intensive)	Below Proficient (Strategic)	Proficient (Benchmark)	Lexile Equivalent	Above Proficient
		Frustration Level		Independent Level		Instructional Level
<b>K</b>	BOY	<PC	PC	RB	25	A and above
	MOY	RB and below	A	B	50	C and above
	EOY	A and below	B	C to D	75-100	E and above
<b>1</b>	BOY	A and below	B	C to D	75-100	E and above
	MOY	C and below	D to E	F to G	175-200	H and above
	EOY	E and below	F to H	I	275	J and above
	<b>Fluency Goals</b> <small>(Hasbrouck &amp; Tindal)</small>	15-28 WCPM	53 WCPM	82-111 WCPM	DORF EOY: 47 WPM	
<b>2</b>	BOY	E and below	F to H	I	275	J and above
	MOY	H and below	I	J to K	325-375	L and above
	EOY	J and below	K	L to M	400-475	N and above
	<b>Fluency Goals</b> <small>(Hasbrouck &amp; Tindal)</small>	31-61 WCPM	89 WCPM	117-142 WCPM	DORF EOY: 87 WPM	
<b>3</b>	BOY	J and below	K	L to M	400-475	N and above
	MOY	K and below	L to M	N	500-550	O and above
	EOY	L and below	M to N	O to P	575-675	Q and above
	<b>Fluency Goals</b> <small>(Hasbrouck &amp; Tindal)</small>	48-78 WCPM	107 WCPM	137-162 WCPM	DORF EOY: 100 WPM	
<b>4</b>	BOY	L and below	M to N	O to P	575-675	Q and above
	MOY	N and below	O to P	Q	700-725	R and above
	EOY	P and below	Q	R to S	750-825	T and above
	<b>Fluency Goals</b> <small>(Hasbrouck &amp; Tindal)</small>	72-98 WCPM	123 WCPM	152-180 WCPM	DORF EOY: 115 WPM	
<b>5</b>	BOY	P and below	Q	R to S	750-825	T and above
	MOY	Q and below	R to S	T	850	U and above
	EOY	S and below	T	U to V	875-925	W and above
	<b>Fluency Goals</b> <small>(Hasbrouck &amp; Tindal)</small>	83-109 WCPM	139 WCPM	168-194 WCPM	DORF EOY: 130 WPM	
<b>6</b>	BOY	S and below	T	U to V	875-925	W and above
	MOY	U and below	V	W to X	950-1000	Y and above
	EOY	V and below	W to X	Y to Z	1025-1075	
	<b>Fluency Goals</b> <small>(Hasbrouck &amp; Tindal)</small>	93-122 WCPM	150 WCPM	177-204 WCPM	DORF EOY: 120 WPM	

# Finding the Levels with Benchmark Advance



The screenshot displays the Benchmark Universe dashboard interface. At the top, the 'Benchmark UNIVERSE' logo is on the left, and 'Help | System Check' and 'Sign Out' links are on the right. Below the header, a 'Dashboard' label is on the left, and a 'Switch Dashboard' button is on the right. The main content area features a grid of tiles. A red arrow points from the left sidebar to the 'Benchmark ADVANCE' tile. The sidebar contains a user profile for Lisa Williams Gonzalez and icons for 'My Messages' (13), 'Assignments', 'Manage Students', 'Book Reviews', 'Reading Log', and 'Help'. The grid includes tiles for 'English ELA/ELD', 'Spanish SLA/SLD', 'English Language Development', 'Writer's Universe Library', 'Ready to Advance', 'E-PLANNER', 'ASSESSMENTS', 'MY LIBRARY', and 'DATA DASHBOARD'. The footer contains the website URL and copyright information.

Benchmark UNIVERSE

Help | System Check Sign Out

Dashboard Switch Dashboard

Lisa Williams Gonzalez  
lisawilliamsgonza  
lee@gmail.com

My Messages 13 Assignments

Manage Students Book Reviews

Reading Log Help

Benchmark ADVANCE  
ENGLISH ELA/ELD

Benchmark ADELANTE  
SPANISH SLA/SLD

English Language Development  
DESIGNATED ELD

WRITER'S UNIVERSE  
COLLABORATIVE'S WORKSHOP  
WRITER'S UNIVERSE LIBRARY

READY TO ADVANCE  
READY TO ADVANCE

E-PLANNER ASSESSMENTS MY LIBRARY DATA DASHBOARD

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# Finding the Levels with Benchmark Advance

## Access Informal Assessments Book

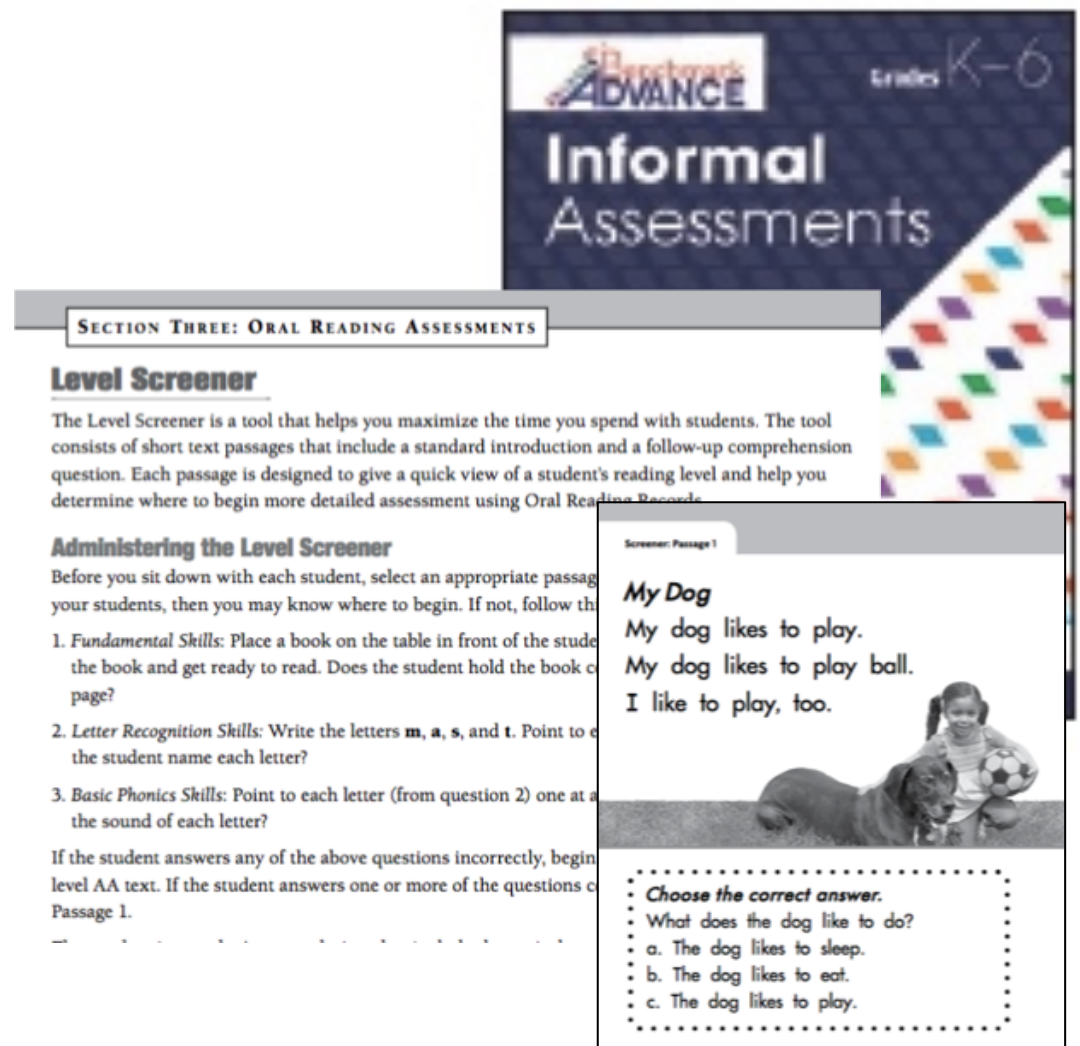
- Select any grade level
- Select Assessment button
- Select Informal Assessment book





# Finding the Levels with Benchmark Advance

- Access Informal Assessments Book
- Select Leveled Screener from Section 3
- Listen to student read the passage



# Finding the Levels with Benchmark Advance

- Use Reading Behaviors Observed to record student reading behaviors
- Determine student guided reading level based reading behaviors including fluency



**Step One:** Listen to the student read the passage.

The student should not take more than 3–5 minutes to read. If the student is laboring over reading the passage, ask him or her to stop. Then give the student an easier passage to read. Remember, this is not a test. The screener is a guide for you to use as you place each student into the appropriate leveled assessment texts.

**Step Two:** Use the following chart to guide your decisions in the use of the Level Screener passages.

Screener Level	Reading Behaviors Observed	Next Steps
Screener: Passage 1	<ul style="list-style-type: none"><li>• Read text with no difficulty</li><li>• No errors</li><li>• Fluent; read text independently</li><li>• Answered comprehension question accurately</li></ul>	Administer Screener: Passage 2 or begin Oral Reading Record assessment at level D or level E
	<ul style="list-style-type: none"><li>• Read text with minimal difficulty</li><li>• One or no errors</li><li>• Fluent in most places</li><li>• Answered comprehension question accurately</li></ul>	Administer Screener: Passage 2 or begin Oral Reading Record assessment at level C

# Guided Reading Leveled Readers

- Instruct students at guided reading level based on DIBELS or Leveled Screener
- Instructional Reading Level students read at 95% accuracy
- Independent Reading Level students read at 99% accuracy

CONVERSION GUIDE to Benchmark Education's Precise, Consistently Leveled Texts				
Developmental Category	Grade Level	Letter Level	Number Level	Lexile Range
Emergent	K	A B C	1 2 3, 4	BR*–420L  *Beginning Reading
Emergent/Early	K-1	D E	5, 6 7, 8	
Early	1	F G H I	9, 10 11, 12 13, 14 15, 16	
		J K	18 20	
		L M	24 28	
Early/Fluent	1-2	N O P	30 34 38	420L–820L
	2	Q R	40 40	
	2-3	S T U	44 44 50	
Fluent	3	V W X	60 60 60	740L–1010L    925L–1185L
	4	Y Z	70 80	
	4-5	Z+	90	
	5			
	5-6			
Advanced Fluent	6-7			1050L–1335L
	8-9			
	9+			

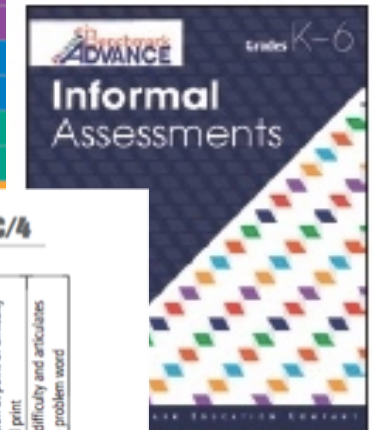
# Guided Reading Leveled Readers

- Monitor student progress with “Small Group Reading Observations” from Benchmark Advance: Informal Assessments: Section 4
- Make adjustments as necessary

## CONVERSION GUIDE

to Benchmark Education's Precise, Consistently Leveled Texts

Developmental Category	Grade Level	Letter Level	Number Level	Lexile Range
Emergent	K	A	1	BR*–420L
		B	2	
		C	3, 4	
Emergent/Early	K-1	D	5, 6	
		E		
		F		
Early	1	G		
		H		
		I		



## Small-Group Reading Observation Record • Levels A/1–C/4

Date \_\_\_\_\_

Text Title \_\_\_\_\_

Text Level \_\_\_\_\_

Chart Coding Legend:

✓ reading behavior observed during lesson

Student's Name \_\_\_\_\_

	Reads fluently, problem-solves on one or two things only	One-to-one matching	Directionality	Return sweep	Knows a small core of high-frequency words that can be read fluently	Self-monitors and attends to print, using high-frequency words	Aware of errors and searches the picture as well as the print	Rereads by returning to the beginning of the sentence	Cross-checks prediction at point of difficulty with the picture and print	Rereads at point of difficulty and articulates the first letter of the problem word

Comments/Concerns:

740L–1010L

925L–1185L

1050L–1335L