

## Reading Assessment Policy

### Assessing Student's Reading Level

Deira Private School provides a three-part assessment process to place students in instructionally appropriate level texts.

#### Teachers' Responsibility:

- Find out at which level to start a student.
- Determine when a student is ready to move to the next level.

**Part 1:** Use **Benchmark Passages or Benchmark Books (Levels aa-J)**, to capture their reading behaviour on Running Records.

**Part 2:** Use **Retelling Rubrics** to score the comprehension skills of the students, while they retell the text in their own language.

**Part 3:** Conduct an oral or written **Comprehension Quick Check Quiz**, and each question's answer tells what skill it assessed to help you identify comprehension skills for additional practice.

---

#### Part 1:

Start with Benchmark Passages & Running Records or Benchmark Books & Running Records (Levels aa-J). Select a passage or book that best approximates a student's reading level. Use the running records that accompany each passage or book to score a student's reading behavior. (Initially you may have to take more than one running record to determine a student's instructional level.) Review About Running Records to learn about the details of taking, marking and scoring a running record.

**Parts 2 & 3:** Retelling Rubrics and Comprehension Quick Check Quizzes provide details about a student's understanding and comprehension of the Benchmark Passage or Book.

- Retelling Rubrics provide details that **identify strengths and weaknesses** students might have comprehending fiction or nonfiction texts, **including analysis of text structures**.
  - Benchmark Passages and Benchmark Books (Levels aa-J) have multiple-choice **Comprehension Quick Check Quizzes and answer** keys. Use the skill tags on the answer key to see comprehension strengths and opportunities for additional instruction.
- The three-part process establishes a baseline of your students' levels. Assign leveled books from Reading A-Z's extensive collection for guided practice at students' instructional levels. Allow students to choose books below their instructional levels for independent practice.

### How Do I Monitor Students' Reading Progress?

Use Benchmark Books or Benchmark Passages and their associated resources for progress monitoring

as students' reading at their instructional levels improves.

### Assessment Schedule

Developmental Level	Reading Level	Schedule
Early Emergent readers	Levels aa-C	every 2 to 4 weeks
Emergent readers	Levels D-J	every 4 to 6 weeks
Early fluent readers	Levels K-P	every 6 to 8 weeks
Fluent readers	Levels Q-Z	every 8 to 10 weeks

*Students who are not progressing at the expected rate should be assessed even more frequently than the Assessment Schedule suggests, **intervention** programmes will be placed according to provide **Individual Education provisions**.*

The scores from running records, retellings, and comprehension quizzes will be used to inform your planning.

Use the chart below along with the other information you learn from the three-part assessment process to determine if students are ready to move up a level.

### Scores

Running Record	Quick Check Comprehension Quiz	Action
95% +	100%	Advance Student a Level
95% +	80%	Instruct at this Level
95% +	<80%	Lower a Level, Assess Again
90-94%	80-100%	Instruct at this Level
90-94%	<80%	Lower a Level, Assess Again
<90%	N/A	Lower a Level, Assess Again

Document	Reading Assessment Policy
Date written	August 2021
Last reviewed	March 2025
Next Review	August 2026
Version	Working document