

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* program 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

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