

FOUNTAS AND PINNELL ASSESSMENTS QUICK START GUIDE

Benchmark Assessment System 1 (BAS)

Step 1 – Word Lists

PURPOSE: This assessment helps determine at which reading level to start the Reading Record Assessment.

WHO can administer assessment? Instructional support staff or credentialed teachers only

WHICH Word List should I start with? Begin with the list one level below his/her grade.

- Kindergarten and 1st Grade – Start with Beginning Word List on page 1 of the *Student Forms*
- 2nd Grade – Begin with Word List 1 on page two of the *Student Forms*

Tip: If a student is receiving services or reading support, start with the recommended word list one grade level below.

WHERE do I find the Word Lists? In two places:

- small ring, spiral-bound notebook, *Student Forms: Optional Assessments*
- large ring, spiral-bound BAS 1: *Assessment Forms* p. 156-159

WHERE do I record student performance? See Individual Record forms in large ring, spiral-bound BAS 1: *Assessment Forms* p. 160-161

Where to Start Chart – BAS 1: *Assessment Guide* p. 52 or *Assessment Forms* p. 154

Number Correct	Beginning	Level 1	Level 2	Level 3	Level 4
0 - 5	A	A	E	I	M
6 - 10	A	B	F	J	M
11 - 15	A	C	G	K	N
16-20	B	D	H	L	N

Scoring – If they read 16-20 words correctly on the list, go to the next list.

If a child reads less than 16 words correctly, stop and begin the text reading at the appropriate level

For complete directions on Word Lists, see large ring, spiral-bound notebook BAS 1: *Assessment Forms* p. 154.

Step 2 – Oral Reading

WHO can administer assessment? Credentialed teachers only

Reading Specialist, Special Education, and Resource teachers could may assess the students on his/her case load in place of the classroom teacher.

WHERE should the test be given? Choose a place that is reasonably quiet and far enough away from other students so that they cannot hear the reading or conversation.

HOW do I administer the test? See Assessment at-a-Glance (inside cover of *Assessment Guide*) for how to prepare and administer assessment. For K-2, timing the reading is not necessary before level J and is optional from J on.

Tip: Keep *Coding and Scoring at-a-Glance* handy when giving assessment (*back cover of Assessment Guide*).

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WHEN do I find the time to assess?

If you could assess 2-4 students a day, it would take about three weeks to complete assessments for your class.

Here are a few suggestions for when to assess:

- Independent Reading (silent reading time)
- Writing Workshop
- Art Projects
- P.E.
- Educational Film Hour
- Pair up with another teacher (one teacher has both classes, the other teacher is assessing)

Step 3 – Comprehension Conversation

Immediately after the reading and *before* scoring, begin your comprehension conversation. Start with an open ended invitation to talk about the book, e.g. “What did you think about the book?”

As key understandings are stated by the child, check these off on the recording sheet. Prompt the child as needed.

Writing about Reading is optional.

Step 4 – Score and Record

See p. 12-15 in the *Assessment Guide* for directions on how to fill out the recording form.

Score Part 1: Oral Reading

- Use calculator to get Accuracy and Self-Corrections

Score Part 2: Comprehension Conversation

- Assign points in each category and total score.
- Determine Instructional and Independent reading level.

Benchmark Independent Level

Levels A-K: **95-100%** accuracy with excellent or satisfactory comprehension

Levels L-Z: **98-100%** accuracy with excellent or satisfactory comprehension

Benchmark Instructional Level

Levels A-K: **90-94%** accuracy with excellent or satisfactory comprehension or 95-100% accuracy with limited comprehension

Levels L-Z: **95-97%** accuracy with excellent or satisfactory comprehension or 98-100% accuracy with limited comprehension

CALCULATOR

Press [Start Time] as the student begins oral reading and [End Time] when the reading is complete. Then:

Red ENTRY Buttons

Press [RW] and enter number of running word.
Press [#Errors] and enter number of errors.
Press [#SC] and enter number of self-corrections.

Blue RESULTS Buttons

Press [Time] to get elapsed time, as needed.
Press [WPM] to see words per minute, as needed.
Press [Accur. %] for percentage of accuracy.
Press [SC] to get the self-correction ration.

Record data onto the individual Assessment Summary form (large ring, spiral-bound BAS 1: *Assessment Forms* p. 143).

Record classroom data on the Class Record Form (large ring, spiral-bound BAS 1: *Assessment Forms* p. 147).