

# Reading & Word Knowledge Assessment Comparison Table

## Grade Bands for Running Records, Fluency, and Spelling

Summer 2014

The table below is a tool for teachers to use when marking **Below Grade-Level** on the MCPS report card. The first column indicates the grade level. The second column indicates the end-of-nine weeks for which the band is considered to be **On Grade Level Instructional Reading**. A student's instructional reading level is computed based on three factors (accuracy, comprehension, and fluency) as defined by the assessment given. In order to be considered as reading Below grade-level in grades K-3, a student is functioning at an Instructional Reading Level at least six months below the level indicated on the chart. In grades 4-5 a student is functioning at least one grade level below in order to be identified as reading Below grade level. Students who do not meet the criteria for reading **Below Grade Level** are marked as reading **On/Above Grade Level** on the report card.

**Note 1:** The line between grade levels is often soft. At any grade level, some students will be reading at the upper level of the previous year. Therefore, teachers should also consider each student's daily reading performance when marking a student as reading "Below" or "On/Above" grade level on the MCPS report card.

**Note 2:** The reading at a grade level indicators are not measures of an individual student's growth. For example, a student may enter first grade reading at level G. Ending the year reading at level J is not a year's growth for that student. To calculate a student's individual growth, use the Reading Level Electronic Tracker available on your school's shared drive.

Grade Level	End of 9-weeks	Fountas & Pinnell Benchmark Assessment System	Houghton Mifflin Leveled Passages	Rigby PM Benchmark Kit	Reading Recovery	Developmental Reading (DRA)	Basal Level/ PALS	STAR/Accelerated Reader	Lexile/Scholastic Reading Counts	Oral Fluency WPM at Instructional Reading Level *	Words Their Way & Word Journeys Spelling Stages **
<b>K</b>	2 <sup>nd</sup> 9 wks	A	A	starters 1	A,B,1	A/1	readiness	.3	-	-	Emergent
	3 <sup>rd</sup> 9 wks	B	B	starters 2	2	2	readiness	.5	-	-	
	4 <sup>th</sup> 9 wks	C		3-4 red							Letter Name
<b>1</b>	1 <sup>st</sup> 9 wks	C	B	3-4 red	3, 4	3/4	preprimer PP1(A)	.6	50	Letter Name	
		D	C/D	5-6 red/yellow	5, 6	5/6	preprimer PP2(B)	.7	100		
	2 <sup>nd</sup> 9 wks	E	D/E	7-8 yellow	7, 8	7/8	preprimer PP3(C)	.9	150		
		F	F	9-10 blue	9, 10	9/10		primer 1.1	1.2		200
	3 <sup>rd</sup> 9 wks	G	G	11-12 blue/green	11/12	11/12	first 1.2		1.5		250
		H	H	13-14 green	13/14	13/14		1.7	300		
		I	I	15-16 orange				1.8	325		
4 <sup>th</sup> 9wks	J	J	17-18 turquoise	15/16/17	16	Within Word					

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2	1 <sup>st</sup> 9 wks	J/K	I	17-18 turquoise	17/18	18	Second 2.1	2.0	350	75-100 wpm	Within Word
	2 <sup>nd</sup> 9 wks	K	J	19-20 purple	18/19/20	20/24		2.3	425		
	3 <sup>rd</sup> 9 wks	L	K/L	21 gold	-	28	Second 2.2	2.6	500	90-120 wpm	
	4 <sup>th</sup> 9 wks	M	L/M	22 gold	-	28		2.9	525		
3	1 <sup>st</sup> 9 wks	M/N	M/N	23 silver	-	28/30	third	3.0	550	90-120 wpm	Within Word
	2 <sup>nd</sup> 9 wks	N	O	24 silver	-	30/34		3.3	575		
	3 <sup>rd</sup> 9 wks	O				38			650	100-140 wpm	Syllable Juncture/ Affixes
	4 <sup>th</sup> 9 wks	P	P	25 emerald	-	-		3.6	675		
4	1 <sup>st</sup> 9 wks	O/P	P	25 emerald	-	38	fourth	4.0	700	100-140 wpm	Syllable Juncture/ Affixes
	2 <sup>nd</sup> 9 wks	P/Q	Q	26 emerald	-	38		4.3	725	120-160 wpm	
	3 <sup>rd</sup> 9 wks	Q/R	R	27 ruby	-	40		4.6	750		
	4 <sup>th</sup> 9 wks	R/S	S	28 ruby	-	44		4.8	775		
5	1 <sup>st</sup> 9 wks	R/S	T	28 ruby	-	44	fifth	5.0	800	120-160 wpm	Syllable Juncture/ Affixes
	3 <sup>rd</sup> 9 wks	T	U	28 ruby	-	-		5.3	850	140-180 wpm	
	4 <sup>th</sup> 9 wks	U/V	V	29 sapphire	-	-		5.6	875		Derivational Relations/ Constancy
6	1 <sup>st</sup> Semester	V/W	V	29 sapphire	-	-		6.0	900	140-180 wpm	Derivational Relations/ Constancy
	2 <sup>nd</sup> Semester	X/Y	W/X	30 sapphire	-	-		6.5	950	160-200 wpm	

\*Oral fluency rates and \*\*spelling stages are included to provide teachers additional information and easy reference.

Support Resources:

[Fountas and Pinnell Benchmark Assessment Instructional level Expectation Chart](http://www.mcps.org/Language_Arts_Files/InstructionalLevelExpectations.pdf) used by MCPS

[http://www.mcps.org/Language\\_Arts\\_Files/InstructionalLevelExpectations.pdf](http://www.mcps.org/Language_Arts_Files/InstructionalLevelExpectations.pdf)

[Spelling and Writing Continua-Comparison Chart](http://www.mcps.org/Language_Arts_Files/Spelling%20and%20Writing%20Cintinua-Comparison%20Chart.pdf) resource

[http://www.mcps.org/Language\\_Arts\\_Files/Spelling%20and%20Writing%20Cintinua-Comparison%20Chart.pdf](http://www.mcps.org/Language_Arts_Files/Spelling%20and%20Writing%20Cintinua-Comparison%20Chart.pdf)