

Spruce Mountain School District K-5 staff have recently been trained in assessing reading using the Fountas and Pinnell Benchmark Reading Assessment. All K-5 students will be assessed in reading a minimum of twice each year. These assessments serve several purposes. The information collected during the reading assessment allows your child's teacher to:

- Modify instruction to meet specific needs with intervention or enrichment
- Provide feedback to parents on their child's performance relative to grade level standards
- Inform future placement decisions
- Give in-depth feedback to students about their progress

Each child is assessed through an individual reading conference in which students are presented with texts at a variety of levels. The comprehension conversation that follows the reading of a text allows students to further demonstrate literacy skills. Following the assessment, the teacher is able to identify a range of text levels that would be most appropriate for instruction, guided, and independent reading. Your child's teacher will then report which level of text is most appropriate for your child as they continue to build their literacy skills. This may be different than other "number" scores your child has received in the past. Although the text level assigned to your student is a single letter, these reading levels are quite complex and represent student's word knowledge, language skills, sight word recognition abilities, etc. It is important to remember that each text level represents skills your student is using and gaining as they grow as readers. Using suggested reading levels from Fountas and Pinnell, RSU #73 has set the following reading benchmarks that will assure students are able to read appropriate grade level text. The following chart will help you see reading levels your child will most likely be reading at...

First Grade	Aug. - Sept.	Nov. - Dec.	Feb. - March	May - June
Exceeds Expectations	E+	G+	I+	K+
Meets Expectations	D/E	F	H	J/K
Approaching Expectations (may need short term intervention)	C	E	G	I
Does Not Meet Expectations (needs intensive intervention)	Below C	Below E	Below G	Below I

Please talk with your child's classroom teacher further if you have any questions. As always, have fun reading!