

Benchmark Kits Frequently Asked Questions

Philosophy/how to

□ **What are the benchmark books?**

A series of Reading Recovery leveled books chosen by CSD used district-wide in grades 1-4 to assess both reading fluency and comprehension. Benchmarking allows teachers to gather valuable information about the reading behaviors of the child. It should not be the only data used to determine grades on the report card.

□ **Is the level reported on the report card instructional or independent?**

The level reported on the report card is instructional (see page 1 of this section)

□ **What are the levels for 1st-3rd grade?**

Grade Level	Benchmark Book Level (Christina School District)
1	1-16
2	17-21
3	22-24
4	25-27

□ **Does my school/grade level have to benchmark?**

All schools use benchmark assessment in grades 1-3. Benchmark assessment is **highly recommended** for 4th grade to determine reading level and assist with instruction.

□ **When do I use an A benchmark book and when do I use a B?**

Start with the **A** benchmark book. Use **B** benchmark books for **retesting** a child who has been tested with that level of the A benchmark book.

□ **What happens if I've used both the A and B benchmarks to test a child on a level?**

Retest the child with the A level after a reasonable amount of time has passed since last testing. Use your teacher discretion to decide to move to the next level.

Who benchmarks my students?

The classroom teacher is primarily responsible for benchmarking students. It is important for collaboration to occur between classroom teachers and reading support staff when benchmarking.

Housekeeping

□ Where do I get benchmark kits?

Contact your Reading Resource teacher or Principal.

□ Where do I learn how to use the benchmark kits?

In order to ensure consistency all teachers must attend a district benchmark kit training session. See your building's reading support person for additional questions.

□ Who is responsible for the benchmark kit maintenance?

Each teacher is responsible for maintaining his or her own kit. As new additions or updated protocols are created each building's ELA cadre representative will provide the updated materials.

□ How is the benchmarking data collected reported?

See Reading Summary Sheet

Implications for promotion/retention

□ How do the benchmarks effect promotion?

Promotion Guidelines:

In the last marking period students should successfully complete the Minimum benchmark requirement:

1st grade: Benchmark level 12

2nd grade: Benchmark level 19

3rd grade: Benchmark level 22

Please note: The benchmark in only 1 indicator of a student's progress.

IRP

Frequently Asked Questions

□ **What is IRP?**

An IRP is an Individual Reading Plan for students who have been screened by the CSD IRP screening tool.

□ **Who gets screened?**

All first grade students get screened and any students new to the district in first, second, or third grades.

□ **Who is responsible for servicing IRP students?**

Classroom teachers, Reading Resource teachers, and Title I teachers service IRP students. If there are more IRP students in a classroom than the reading support staff can service, the classroom teacher is responsible for servicing the IRP students with small group intervention, in addition to the balanced literacy instruction. All identified IRP students must receive a total of 150 minutes of instruction at a minimum of 4 to 5 days a week using either the CSD 10-10-10 framework for Early Intervention Strategies (RSS) or Project Success.

□ **Who administers the IRP screening?**

The reading support staff administers and scores the IRP screening (ELA cadre can help).

□ **Where do I get a copy of the screening?**

A copy of the screening is included in the Reading Handbook.

□ **What do I do with the screening results?**

Use the results of the screening to create an individual reading plan for students who have not met the minimum requirements of the screening, using the form provided in Reading Handbook

□ **How do students exit the IRP program?**

Exit IRP students when:

- a first grader passes level 17 benchmark at the instructional level or scores 2.0 Grade Equivalent on the STAR or 2 on the BRI.
- a second grader passes level 22 benchmark at the instructional level or 3.0 Grade Equivalent on the STAR or 3 on the BRI.

- a third grader passes level 25 benchmark at the instructional level or 4.0 Grade Equivalent on the STAR or 4 on the BRI.

(Possibly retest students in August who were exited and reached minimum levels the end of the previous school year).

□ **What should be included in the IRP portfolio?**

Include screening results, oral reading assessments, benchmark summary sheets and protocols, standardized test scores, the reading plan, and the reading series assessments.

□ **Who writes the IRP plan?**

The classroom teacher writes and develops the IRP plan for each IRP student.

□ **How do I write an individual reading plan?**

Use the checklist of skills on the IRP plan document and screening results to set goals.

□ **Are there 4th grade students (or above) with IRPs?**

Fourth grade students (and above) will have an IIP not an IRP.

□ **Where do I find leveled books?**

See reading support staff.

□ **What is the difference between IRP, IIP, and IEP?**

In CSD an IRP is used with students who do not meet the minimum screening requirements. Currently the IIP is based on the result of the DSTP. Students in third grade or above who score 1 or 2 on any reading portion of the DSTP must have an IIP. An IEP is an Individualized Education Plan for special education students. It supercedes all other plans. If a student has an IEP he or she does not need an IRP or IIP.

Writing

□ **What tool do I use to score student writing?**

The DSTP 5 Point Writing Rubric is the tool by which teachers score student writing holistically and analytically. Kid-friendly versions of the rubrics can be used by the students to score their own writing. It is critical that the kid-friendly rubric parallels the DSTP rubric.

□ **Where do I get student-writing samples?**

The DOE website www.doe.state.de.us has various grade level writing samples available for you to use. Save work from students each year.

General Questions

□ **What do I find on the DOE website?**

Content standards, writing samples,

□ **Where do I find the ELA standards for Delaware?**

See Appendix _____.

□ **What is the BRI?**

Jerry Johns' Basic Reading Inventory is an informal reading assessment. See your reading support staff for more information.

□ **When can you use the BRI?**

This assessment could be used for students newly entering a building.

□ **What implications are applied to me, as a classroom teacher, in my school improvement plan?**

Ask for a copy of your school's improvement plan. Check the information under the activities section (see section A instructional strategies, section B staff development, and section C structural).

□ **Where can I get the training for the implementation of different reading frameworks?**

Go to coursewizard on the CSD intranet to check offerings and register for courses. Look for district mailings or check with your building's ELA cadre representative to find out about new offerings. Please check with your building principal before registering for courses.