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Leveling Books Guide

compiled by Alison Monk

FOUNTAS / PINNELL Guided Reading	Grade Level	Example Titles	Reading A-Z.com
A	0.25	Anno's Counting Book	A
B	0.50	Have You Seen My Duckling?	B
C	.75	Pancakes for Breakfast dePaola, Tomie	C
D	1.00	Bears on Wheels Berenstain, Stan & Jan	D
E	1.28	Morris the MooseWiseman, Bernard	E
F	1.42	Clifford's Puppy Days Bridwell, Norman	F
G	1.56	More Spaghetti, I Say Gelman, Rita	G
H	1.70	Just Me and My Dad Mayer, Mercer	H
I	1.94	The Very Busy Spider Carle, Eric	I
J	2.0	Henry & Mudge: Forever Sea Rylant, C	J K
K	2.3	Click Clack Moo, Cows that Type Cronin, Doreen	L
L	2.5	Chrysanthemum Henkes, Kevin	M
M	2.75	Magic Treehouse series	N O P
N	3.0	Chalk Box Kid, Bulla, Clyde Robert	Q R
O	3.30	Ramona the Pest Cleary, Beverly	S
P	3.70	Gail Gibbons books & Magic Schoolbus	T
Q	4.0	If You Lived 100 Years Ago McGovern, Ann	U V
R	4.25	From the Mixed-Up Files of Mrs. Basil... Konigsburg, E.L.	W
S	4.5	Poppy, Avi	X
T	4.75	Sounder Armstrong, William	Y
U	5.0	Bronze Bow, The Speare, Elizabeth George	Z
V	5.30	Harry Potter series, J.K. Rowling Wrinkle in Time, A L'Engle, Madeleine	Z
W	5.70	Missing May Rylant, Cynthia	Z
X	6.00	Yearling, The Rawlings, Kinnan,Marjorie	
Y	6.50	Call of the Wild, London, Jack	
Z	7.00	Hobbit, The Tolkien, J.R.R	

CIS Text Level Correlation Chart

DRA2	PIR Bench mark	STAR Reading	Guided Reading	BCH Reading Continuum Phase	Grade	Internal Phase Inventory	Raz Kids	Reading Age	CIS reading age data descriptor (QAA) (See below)
1	1	0.3	A	Pre-conventional	K		aa	4-6	4
1	2	0.3	A	Pre-conventional	K		A	4-6	4.3
2	2	0.4	B	Emerging	K		B	4-6	4.6
3	3	0.5	C	Emerging	K		C	4-6	4.9
4	4	0.6	C	Emerging	K		C	5-6	5
5	5-6	0.7	D	Developing	1		D	5-7	5.3
6	7-8	0.9	E	Developing	1		E	6-7	5.6
7	9-10	1.2	F	Developing	1		F	6-7	5.9
8	11-12	1.2	G	Beginning	1		G	6-7	6
9	13-14	1.5	H	Beginning	1		H	6-7	6
10	15-16	1.9	I	Beginning	1	level 0	I	6.5-7	6.5
11	17-18	2.4	J	Beginning	1	level 1	J,K	7-7.5	7
12	19-20	2.5	K	Beginning	2	level 1	L	7.5-8	7.5
13	21	2.5	L	Beginning	2	level 2	M	8-8.5	8
14	22	2.8	M	Expanding	2	level 2	N,O,P	8-8.5	8
15	23	3	N	Expanding	3	level 3	Q,R	8.5	8.5
16	24	3.4	O	Bridging	3	level 3	S	8.5-9	9
17	25	3.8	P	Bridging	3	level 4	T	9	9
18	26-29	4.0-4.5	Q,R,S	Bridging	4	level 4	U,V,W,X,Y	9-10	9.5
19	30	5.0-5.5	T,U,V	Fluent	5	level 5	Z	10-11	10
20-21	60-65	6.0-6.5	W,X,Y	Proficient	5,6	level 6		11-12	11
22	7	Z	Connecting	6,7,8	level 7			12-13	12
23	8	Z	Independent		level 8			13->	13->

***These are the numbers to be entered for QAA purposes for tracking reading data and making student progress visible. The Pink band represents an approximate alignment between a reading age and a chronological age of students at CIS in a grade level. The CIS data descriptor breaks the Reading Age band into specific data for tracking purposes.

Leveled Text Chart

Grade Level	Number	QAA	Reading Frequency	Levels
Kindergarten	1	aa	1	90-100
Grade 1	1	A	1.2	100-110
Grade 1	2	B	1.5	110-120
Grade 1	3	C	1.8	120-130
Grade 1	4	D	2.1	130-140
Grade 1	5	E	2.4	140-150
Grade 1	6	F	2.7	150-160
Grade 1	7	G	3.0	160-170
Grade 1	8	H	3.3	170-180
Grade 1	9	I	3.6	180-190
Grade 1	10	J	3.9	190-200
Grade 1	11	K	4.2	200-210
Grade 1	12	L	4.5	210-220
Grade 1	13	M	4.8	220-230
Grade 1	14	N	5.1	230-240
Grade 1	15	O	5.4	240-250
Grade 1	16	P	5.7	250-260
Grade 1	17	Q	6.0	260-270
Grade 1	18	R	6.3	270-280
Grade 1	19	S	6.6	280-290
Grade 1	20	T	6.9	290-300
Grade 1	21	U	7.2	300-310
Grade 1	22	V	7.5	310-320
Grade 1	23	W	7.8	320-330
Grade 1	24	X	8.1	330-340
Grade 1	25	Y	8.4	340-350
Grade 1	26	Z	8.7	350-360
Grade 1	27		9.0	360-370
Grade 1	28		9.3	370-380
Grade 1	29		9.6	380-390
Grade 1	30		9.9	390-400
Grade 1	31		10.2	400-410
Grade 1	32		10.5	410-420
Grade 1	33		10.8	420-430
Grade 1	34		11.1	430-440
Grade 1	35		11.4	440-450
Grade 1	36		11.7	450-460
Grade 1	37		12.0	460-470
Grade 1	38		12.3	470-480
Grade 1	39		12.6	480-490
Grade 1	40		12.9	490-500
Grade 1	41		13.2	500-510
Grade 1	42		13.5	510-520
Grade 1	43		13.8	520-530
Grade 1	44		14.1	530-540
Grade 1	45		14.4	540-550
Grade 1	46		14.7	550-560
Grade 1	47		15.0	560-570
Grade 1	48		15.3	570-580
Grade 1	49		15.6	580-590
Grade 1	50		15.9	590-600
Grade 1	51		16.2	600-610
Grade 1	52		16.5	610-620
Grade 1	53		16.8	620-630
Grade 1	54		17.1	630-640
Grade 1	55		17.4	640-650
Grade 1	56		17.7	650-660
Grade 1	57		18.0	660-670
Grade 1	58		18.3	670-680
Grade 1	59		18.6	680-690
Grade 1	60		18.9	690-700
Grade 1	61		19.2	700-710
Grade 1	62		19.5	710-720
Grade 1	63		19.8	720-730
Grade 1	64		20.1	730-740
Grade 1	65		20.4	740-750
Grade 1	66		20.7	750-760
Grade 1	67		21.0	760-770
Grade 1	68		21.3	770-780
Grade 1	69		21.6	780-790
Grade 1	70		21.9	790-800
Grade 1	71		22.2	800-810
Grade 1	72		22.5	810-820
Grade 1	73		22.8	820-830
Grade 1	74		23.1	830-840
Grade 1	75		23.4	840-850
Grade 1	76		23.7	850-860
Grade 1	77		24.0	860-870
Grade 1	78		24.3	870-880
Grade 1	79		24.6	880-890
Grade 1	80		24.9	890-900
Grade 1	81		25.2	900-910
Grade 1	82		25.5	910-920
Grade 1	83		25.8	920-930
Grade 1	84		26.1	930-940
Grade 1	85		26.4	940-950
Grade 1	86		26.7	950-960
Grade 1	87		27.0	960-970
Grade 1	88		27.3	970-980
Grade 1	89		27.6	980-990
Grade 1	90		27.9	990-1000

Reading Level Conversion Chart

GRADE LEVEL	FOUNTAS-PINNELL GUIDED READING LEVEL	EDUCATIONAL GRADE LEVEL	RECOMMENDED LEXILE LEVEL
Kindergarten	aa	Reading Readiness	0-49
	A	Reading Readiness	0-49
	B	PrePrimer 1	0-49
	C	PrePrimer 2	0-49
Grade 1	C,D	1.0-1.2	50-75
	E	1.3	150-174
	F	1.4	175-199
	G	1.5-1.6	200-274
	H	1.7	275-299
	I	1.8-1.9	300-349
Grade 2	J	2.0-2.2	350-424
	K	2.3	425-436
		2.4	437-449
	L	2.5-2.6	450-499
		2.7	500-537
M	2.8-2.9	538-549	

Reading Grade-Level Comparison Chart

Descriptor	Grade Level	Fountas & Pinnell (Guided Reading)	Basal Level	DRP (Degrees of Reading Power)	Reading Recovery	DRA Level	Lexile Level
Emergent	Kindergarten	A	Readiness		1	A & 1	Beginning Reader
Early	Kindergarten	B			2	2 & 3	
	Kindergarten	C	PP1		3 & 4	4	
	Grade 1	D	PP2	25-30	5 & 6	6	
	Grade 1	E	PP3		7 & 8	8	
	Grade 1	F	Primer		9 & 10	10	
	Grade 1	G			11 & 12	12	
Transitional	Grade 1	H	Grade 1		13 & 14	14	100-400
	Grades 1 & 2	I			15, 16 & 17	16	
	Grade 2	J	Grade 2	30-44	18, 9 & 20	18	
	Grade 2	K			20		
	Grade 2	L			24		
	Grades 2 & 3	M			28		
Self-Extending	Grade 3	N	Grade 3	44-54		30	500-800
	Grade 3	O			34		
	Grades 3 & 4	P			38		
Advanced	Grade 4	Q & R	Grade 4	40-42		40-44	600-900
	Grade 5		Grade 5	44		50	700-1000
	Grade 6	S-Z	Grade 6			60	800-1050
	Grade 7					70	850-1099
	Grade 8					80	900-1150
	Grade 9						1000-1199
	Grade 10						1025-1200+
	Grade 11						1050-1300+
	Grade 12						1075-1400+



Why Buy? If cash is an issue for you, then this resource is right on the money. It's an ideal summer solution for struggling readers who are transitioning from second grade to third grade. Reading Skills Practice: Vocabulary Building, Prefixes & Suffixes, Compare & Contrast, Defining Words by Context, Who/When/Where/What/Why/How, Chart the Passage, Sequencing, and Making & Revising Predictions Price: At press time, the workbook ranged from \$3.95 - \$7.95 on Amazon. [Other] In 2015, some 72 percent of 12th-grade students performed at or above the NAEP Basic achievement level in reading, 37 percent performed at or above NAEP Proficient, and 6 percent performed at NAEP Advanced. The percentage of 8th-grade students who performed at NAEP Advanced was higher in 2019 than in 1992 (3 percent), but the percentage in 2019 was not measurably different from the percentage in 2017. Average National Assessment of Educational Progress (NAEP) reading scale scores of 8th-grade students, by selected characteristics: Selected years, 1992â€2019 At grade 8, the average reading scores for White (272), Black (244), and Hispanic (252) students in 2019 were lower than the corresponding scores in 2017 (275, 249, and 255, respectively), but the score for each group was higher in 2019 than in 1992 (267, 237, and 241, respectively). In 2019, the reading score for 8th-grade Asian/Pacific Islander students (281) was not measurably different from the score in 2017, but it was higher than the score in 1992 (268). [Race/ethnicity] From 1992 through 2019, the average reading scores for White 4th-graders were higher than those of their Black and Hispanic peers. Word count Number of different words Ratio of different words to total words Number of high-frequency words Ratio of high-frequency words to total words Number of low-frequency words to total words Sentence length Sentence complexity Predictability Language pattern and repetition Print size, spacing, and number of words per page Illustration support Concept load Topic familiarity More about the Text Leveling System When your third grader just isn't up to par with reading comprehension (you know that he or she is struggling because of a lack of interest in books, poor test scores, and teacher input) what are you supposed to do about it? Not only will the full color pages will help keep kids engaged, the skills included should help kids secure those basics they may be missing. Evan-Moor Author: Camille Liscinsky Publisher: Evan-Moore Summary: There are over 150 reproducible reading passages and tons of skill-building follow-up questions. [Other] Figure 2. The reading passages are followed by comprehension questions in multiple-choice and short answer format, so kids can feel prepared for standardized tests. At grade 4, the average reading score in 2019 (220) was lower than the score in 2017 (222), when the assessment was last administered, but it was higher than the score in 1992 (217). [Sex] NAEP scores can also be disaggregated by the poverty level of the school students attended and by studentsâ€™ English language learner (ELL) status. The reading score for Pacific Islander students was 289 in 2013, but it was suppressed in 2015 because reporting standards were not met. The 2019 reading score for Pacific Islander 8th-graders (252) was not measurably different from the scores in 2017 and 2011. [State] Table 221.10 (Digest 2019). Average National Assessment of Educational Progress (NAEP) reading scale score, by sex, race/ethnicity, and grade: Selected years, 1992 through 2019; Table 221.12 (Digest 2019). Average National Assessment of Educational Progress (NAEP) reading scale score and percentage of students attaining NAEP reading achievement levels, by selected school and student characteristics and grade: Selected years, 1992 through 2019; Table 221.10 (Digest 2019). Average National Assessment of Educational Progress (NAEP) reading scale score of 4th-grade public school students, by state: Selected years, 1992 through 2019; Table 221.60 (Digest 2019). Average National Assessment of Educational Progress (NAEP) reading scale score of 8th-grade public school students, by state: Selected years, 1998 through 2019; Table 221.75 (Digest 2019). Average National Assessment of Educational Progress (NAEP) reading scale score and standard deviation, by selected student characteristics, percentile, and grade: Selected years, 1992 through 2019 CLOSE National Center for Education Statistics. [Other] Figure 3. A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and reading progress along a gradient of text levels over time. In this indicator, data for grade 12 comes from the 2015 assessment, the most recent NAEP assessment year with available data.4 Throughout this indicator, reading scores from the most recent assessment year and available data will be compared with scores from the immediate prior assessment year and the first assessment year. The National Assessment of Educational Progress (NAEP) assesses student performance in reading at grades 4, 8, and 12 in both public and private schools across the nation. Beginning in 2003, assessments have been administered every four years at grade 12 and every two years at grades 4 and 8. I'd wager that most of an adult's day is spent reading nonfiction. Publisher: Random House, Inc. For Black students, the 2015 reading score (266) was lower than the 1992 score (273), but it was not measurably different from the 2013 score. Average National Assessment of Educational Progress (NAEP) reading scale scores of 4th-, 8th-, and 12th-grade students: Selected years, 1992â€2019 The average reading score for 4th-grade students in 2019 (220) was lower than the score in 2017 (222), but it was higher than the score in 1992 (217). Select a subgroup characteristic from drop-down menu below to view relevant text and figures. For 8th-grade students, the reading score in 2019 (263) was lower than the score in 2017 (267), but it was higher than the score in 1992 (260). At grade 8, the 2019 reading score for Asian students (284) was not measurably different from the score in 2017, but it was higher than the score in 1992 (277). Why Buy? If your child needs Language Arts remediation and gets bored easily with black and white print-outs, this workbook is just the ticket. How can you help him or her become a successful reader? The percentage of 8th-grade students who performed at or above NAEP Basic in 2019 was lower than the percentage in 2017 (76 percent), but it was higher than the percentage in 1992 (69 percent). In 16 states, reading scores for 4th-grade public school students were higher than the national average score for public school students, and in 23 states, public school students had scores that were not measurably different from the national average score. This workbook helps kids grasp nonfiction with high-interest topics. The reading score for 12th-grade students in 2015 (287) was not measurably different from the score in 2013, but it was lower than the score in 1992 (292). You literally just have to open the book and begin. We also take note of the fluency score in determining an overall level. While the 2019 reading score for 8th-graders of Two or more races (267) was lower than the score in 2017 (272), it was not measurably different from the score in 2011. The reading score for American Indian/Alaska Native students in 2015 (279) was not measurably different from the scores in 2013 and 1994 (1994 was the first year data were available for 12th-grade American Indian/Alaska Native students). The percentage of 4th-grade students who performed at NAEP Advanced in 2019 was not measurably different from the percentage in 2017, but it was higher than the percentage in 1992 (6 percent). The grade 4 and grade 8 assessments are also administered at the state and selected district levels.3 The most recent reading assessments were conducted in 2019 for grades 4, 8, and 12; however, data for grade 12 in 2019 were not available in time for publication. The reading score for 8th-grade American Indian/Alaska Native students (248) was lower than the score in 2017 (253), but it was not measurably different from the score in 1994 (1994 was the first year data were available for 8th-grade American Indian/Alaska Native students). [Other] In 2019, some 73 percent of 8th-grade students performed at or above the NAEP Basic achievement level in reading, 34 percent performed at or above NAEP Proficient, and 4 percent performed at NAEP Advanced. Although the White-Black achievement gap did not change measurably from 2017 to 2019, the achievement gap narrowed from 32 points in 1992 to 27 points in 2019. In each year since 1992, female students have scored higher than male students at grade 8. [Race/ethnicity] The 2015 average reading scores for male (282) and female (292) 12th-grade students were not measurably different from the scores in 2013, but they were lower than the scores in 1992 (287 and 297, respectively). In 2011, NAEP began reporting separate data for Asian students, Pacific Islander students, and students of Two or more races. Reading Skills Practice: Finding the main idea, using context clues, sequencing, determining cause and effect, making inferences, finding details, and understanding the difference between fact and opinion. Price: At press time, the workbook ranged from \$9.97 - \$15.74 on Amazon. It's perfect for test prep and daily review as it uses both fiction and nonfiction reading passages with follow-up questions that target key comprehension skills. Reading Skills Practice: Finding the main idea, drawing conclusions, sequencing, identifying cause and effect, developing vocabulary, analyzing characters, comparing and contrasting, making inferences, following directions, making predictions, sorting and classifying, and reading for details, making connections and organizing. The reading score for female students in 2019 (224) was not measurably different from the score in 2017, but it was higher than the score in 1992 (221). You won't find another workbook with such a low price for such a high quality of content. Houghton Mifflin Harcourt Author: Steck-Vaughn Publisher: Houghton Mifflin Harcourt Summary: This book includes info pages at the beginning of each unit and each lesson provide explicit instructions for teaching the skills. Retrieved (date), from A. The White-Hispanic achievement gap in 2019 (21 points) was smaller than the achievement gap in 2017 (23 points), but it was not measurably different from the achievement gap in 1992. The Kenny School uses the Fountas and Pinnell Benchmark Assessment to measure students' reading levels in all grades K-5. The 2015 reading scores for Asian students (297) and students of Two or more races (295) were not measurably different from the scores in 2013. The Learning A-Z Text Leveling System in English and Spanish uses objective (quantitative) and subjective (qualitative) leveling criteria to measure text complexity. The White-Black achievement gap in 2019 (28 points) was larger than the White-Black achievement gap in 2017 (25 points), but it was not measurably different from the achievement gap in 1992. For example, if a student read a level J with 94 percent accuracy and had satisfactory comprehension (score of 5) then we'd determine that the student is an Instructional level J. Average National Assessment of Educational Progress (NAEP) reading scale scores of 4th-grade students, by selected characteristics: Selected years, 1992â€2019 At grade 4, the average 2019 reading scores for White (230) and Black (204) students were lower than the corresponding scores in 2017 (232 and 206, respectively), but the scores for both groups were higher in 2019 than in 1992 (224 and 192, respectively). Price: At press time, the workbook ranged from \$17.27 - \$19.71 on Amazon. In 17 states, reading scores for public school students in 2019 were higher than the national average score for 8th-grade students in public schools, and in 19 states, public school students had scores that were not measurably different from the national average score. Reading Performance.A Condition of Education.Â U.S. Department of Education, Institute of Education Sciences. Levels A-K Accuracy Comprehension Excellent 6-7 Comprehension Satisfactory 5 Comprehension Limited 4 Comprehension Unsatisfactory 0-3 95-100 % Independent Instructional Hard 90-94% Instructional Instructional Hard Below 90% Hard Hard Hard Levels L-N *note that the accuracy percentages are different at these levels Accuracy Comprehension Excellent 6-7 Comprehension Satisfactory 5 Comprehension Limited 4 Comprehension Unsatisfactory 0-3 98-100 % Independent Instructional Hard 95-97 % Instructional Instructional Hard Below 95% Hard Hard Hard The instructional level means that the student requires additional instruction at that level and it is not the students' independent level that they can read on their own without support. [Socioeconomic status (SES)] [English language learner (ELL)] Figure 6. Reading scores were lower in 2019 than in 2017 in 17 states and higher in 2019 than in 2017 in one state (Mississippi). [Socioeconomic status (SES)] [English language learner (ELL)] Figure 5. The good news is that you're on the right track! The following reading comprehension books for third graders can help you help your child with the skills and strategies necessary for comprehending what they've read. Sylvan Author: Sylvan Learning, Inc. Reading scores in the District of Columbia and the remaining 14 states were lower than the national average score for 8th-grade students in public schools. The 2019 achievement gap between male and female 8th-grade students (11 points) was not measurably different from the male-female achievement gaps in 2017 and 1992. Reading scores were also lower in 2019 than in 2017 in 31 states; however, the score was higher in 2019 than in 2017 in the District of Columbia. In 2013, NAEP began reporting separate data at the 12th-grade level for Asian students, Pacific Islander students, and students of Two or more races. Reading scores in the District of Columbia and the remaining 11 states were lower than the national average score for 4th-grade students in public schools. It also includes spelling skills like verb tense and compound words along with vocabulary building skills with suffixes, root words and homophones. Price: At press time, the workbook ranged from \$10.59 - \$15.74 on Amazon. A higher percentage of 12th-grade students performed at NAEP Advanced in 2015 than in 2013 (5 percent) and 1992 (4 percent). In 2019, the reading scores for Hispanic (209) and Asian/Pacific Islander students (237) were not measurably different from the corresponding scores in 2017, but the scores for both groups were higher in 2019 than in 1992 (197 and 216, respectively). Similarly, a lower percentage of 8th-grade students performed at or above NAEP Proficient in 2019 than in 2017 (36 percent), but the percentage in 2019 was higher than the percentage in 1992 (29 percent). Grade level/Student level + Time series + Figure 1. See attached the Fountas and Pinnell Instructional Level Expectations for Reading chart to understand where students should be at each grade level at different times of the year. The achievement gap between male and female students 12th-grade students in 2015 (10 points) was not measurably different from the male-female achievement gaps in 2013 and 1992. The percentage of 4th-grade students who performed at or above NAEP Basic in 2019 was lower than the percentage in 2017 (68 percent), but it was higher than the percentage in 1992 (62 percent). [Race/ethnicity] At grade 4, the average reading score for male students in 2019 (217) was lower than the score in 2017 (219) but higher than the score in 1992 (213). Although the White-Hispanic achievement gap at grade 8 did not change measurably from 2017 to 2019, the White-Hispanic achievement gap narrowed from 26 points in 1992 to 20 points in 2019. [Socioeconomic status (SES)] [English language learner (ELL)] Figure 4. Percentage distribution of 4th-, 8th-, and 12th-grade students, by National Assessment of Educational Progress (NAEP) reading achievement level: Selected years, 1992â€2019 In 2019, some 66 percent of 4th-grade students performed at or above the NAEP Basic achievement level in reading, 35 percent performed at or above NAEP Proficient, and 9 percent performed at NAEP Advanced. In 2019, the average reading score for 4th-grade students in high-poverty schools (206) was lower than the scores for 4th-grade students in mid-high poverty schools (217), mid-low poverty schools (227), and low-poverty schools (240).6,7 In 2019, the reading score for 4th-grade ELL students (191) was 33 points lower than the score for their non-ELL peers (224). The White-Black achievement gap for 12th-grade students was larger in 2015 (30 points) than in 1992 (24 points), while the White-Hispanic achievement gap in 2015 (20 points) was not measurably different from the achievement gap in any previous assessment year. [Sex] In 2015, the reading score for 12th-grade students in high-poverty schools (266) was lower than the scores for 12th-grade students in mid-high poverty schools (282), mid-low poverty schools (289), and low-poverty schools (298). [Race/ethnicity] From 1992 through 2019, the average reading score for White 8th-graders was higher than the scores of their Black and Hispanic peers. Instructional Support Level Correlation Chart This correlation chart illustrates how Learning A-Z levels approximately correlate to other leveling systems commonly found in leveled reading materials. Teachers should use their professional judgment of additional qualitative criteria along with reader and task considerations to determine if an individual book at a given level is appropriate for a student. In each assessment year since 1992, female students have scored higher than male students at grade 4. In 2011, NAEP began reporting separate data for Asian students, Pacific Islander students, and students of Two or more races.5 The 2019 4th-grade reading scores for Asian students (239), Pacific Islander students (212), and students of Two or more races (226) were not measurably different from the corresponding scores in 2017 and 2011. [Race/ethnicity] At grade 8, the average reading scores in 2019 for both male (258) and female students (269) were lower than the corresponding scores in 2017 (262 and 272, respectively), but they were higher than the scores in 1992 (254 and 267, respectively). Change in average National Assessment of Educational Progress (NAEP) reading scale scores of 4th- and 8th-grade public school students, by state: 2017 to 2019 NAEP results also permit state-level comparisons of the reading achievement of 4th- and 8th-grade students in public schools.9 The national average reading score for 4th-grade public school students decreased from 221 in 2017 to 219 in 2019, and scores across states ranged from 204 to 231. [Sex] In 2019, the average reading score for 8th-grade students in high-poverty schools (249) was lower than the scores for 8th-grade students in mid-high poverty schools (259), mid-low poverty schools (268), and low-poverty schools (279).8 The 2019 reading score for 8th-grade ELL students (221) was 45 points lower than the score for their non-ELL peers (266). When reporting data, we report students' instructional and independent reading levels using the F&P online data tracker. The percentage of 12th-graders who performed at or above NAEP Proficient in 2015 was not measurably different from the percentage in 2013, but it was lower than the percentage in 1992 (40 percent). [State] At grade 8, the national average reading score for public school students in 2019 was 262, and scores across states ranged from 250 to 273. Buy the complete package for a Language Arts work-out for students really struggling. Students' levels are determined after testing using the chart below by looking at the comprehension level and accuracy rate. (2022). Our goal during assessment is to find the student's independent and instructional levels. Plus, the lessons are easy to follow and thorough enough that you won't need anything else. In addition, the average reading score for 12th-grade ELL students (240) was 49 points lower than the score for their non-ELL peers (289). Summary: This full color, one-page-a-day workbook combines spelling, vocabulary and reading comprehension strategies for kids who need a full Language Arts boost. The book also includes graphic organizers and correlation charts. Reading Skills Practice: Making predictions, understanding vocabulary in context using context clues, finding the main idea, sequencing, identifying problems. A lower percentage of 12th-grade students performed at or above NAEP Basic in 2015 than in 2013 (75 percent) and 1992 (80 percent). Why Buy? Kids are often inundated with fiction, but nonfiction is just as important to read and comprehend, too. The word "benchmark" means a standard against which to measure something. NAEP reading scale scores range from 0 to 500 for all grade levels.1 NAEP achievement levels define what students should know and be able to do: NAEP Basic indicates partial mastery of fundamental skills, NAEP Proficient indicates solid academic performance and demonstrated competency over challenging subject matter, and NAEP Advanced indicates superior performance beyond proficient.2 NAEP reading assessments have been administered periodically since 1992. In 2019, the reading score for American Indian/Alaska Native 4th-graders (204) was not measurably different from the scores in 2017 and 1994 (1994 was the first year data were available for 4th-grade American Indian/Alaska Native students). In the remaining 19 states, the reading score for 8th-grade students in public schools showed no measurable change from 2017 to 2019. Kumon Author: Kumon Staff Publisher: Kumon Publishing North America, Incorporated Summary: This is another workbook that teachers pre-3rd grade skills. In addition, the percentage of 4th-grade students who performed at or above NAEP Proficient in 2019 was lower than the percentage in 2017 (37 percent), but it was higher than the percentage in 1992 (29 percent). The reading scores in the remaining 32 states and the District of Columbia showed no measurable change from 2017 to 2019. The 2019 achievement gap between male and female 4th-grade students (7 points) was larger than the male-female achievement gap in 2017 (6 points), but it was not measurably different from the achievement gap in 1992. Average National Assessment of Educational Progress (NAEP) reading scale scores of 12th-grade students, by selected characteristics: Selected years, 1992â€2015 At grade 12, the average reading scores in 2015 for White (295), Hispanic (276), and Asian/Pacific Islander students (297) were not measurably different from the scores in 2013 and 1992. Similarly, at grade 8 the average reading score in 2019 (263) was lower than the score in 2017 (267), but it was higher than the score in 1992 (260).

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