

TCRWP Benchmarks for Independent Reading Levels (2008-2009)

7-Aug-08

September 15 th	November 15 th	March 15 th	June 15 th
Kindergarten Emergent Story Books Shared Reading	Kindergarten Emergent Story Books Shared Reading	Kindergarten 1= Pre-Emergent 2= Early Emergent 3=A/B/C with book intro 4=D or above	Kindergarten 1= Early Emergent 2=A with book intro 3=B/C/D with book intro 4=E or above
Grade 1: 1=A or below 2=B with book intro 3=C/D/E 4=F or above	Grade 1: 1=B or below 2=C/D 3=E/F/G 4=H or above	Grade 1: 1=D or below 2=E/F 3=G/H/I 4=J or above	Grade 1: 1=F or below 2=G/H 3=I/J/K 4=L or above
Grade 2: 1=G or below 2=H/I 3=J/K/L 4=M or above	Grade 2: 1=G or below 2=H/I 3=J/K/L 4=M or above	Grade 2: 1=H or below 2=I/J 3=K/L/M 4= N or above	Grade 2: 1=I or below 2=J/K 3=L/M/N 4=O or above
Grade 3: 1=I or below 2=J/K 3=L/M/N 4=O or above	Grade 3: 1= J or below 2= K/L 3= M/N/O 4=P or above	Grade 3: 1= K or below 2= L/M 3= N/O/P 4= Q or above	Grade 3: 1=L or below 2=M/N 3= O/P/Q 4=R or above
Grade 4: 1=L or below 2=M/N 3= O/P/Q 4=R or above	Grade 4: 1=M or below 2=N/O 3=P/Q/R 4=S or above	Grade 4: 1=N or below 2=O/P 3=Q/R/S 4=T or above	Grade 4: 1=O or below 2=P/Q 3=R/S/T 4=U or above
Grade 5: 1=O or below 2=P/Q 3=R/S/T 4=U or above	Grade 5: 1=P or below 2=Q/R 3=S/T/U 4=V or above	Grade 5: 1=P or below 2=Q/R 3=S/T/U 4=V or above	Grade 5: 1=Q or below 2=R/S 3=T/U/V 4= W or above
Grade 6: 1=Q or below 2=R/S 3=T/U/V 4= W or above	Grade 6: 1=R or below 2=S/T 3=U/V/W 4=X or above	Grade 6: 1=R or below 2=S/T 3=U/V/W 4=X or above	Grade 6: 1=S or below 2=T/U 3=V/W/X 4=Y or above
Grade 7: 1=S or below 2=T/U 3=V/W/X 4=Y or above	Grade 7: 1= S or below 2=T/U 3=V/W/X 4= Y or above	Grade 7: 1=T or below 2=U/V 3=W/X/Y 4= Z or above	Grade 7: 1=T or below 2=U/V 3=W/X/Y 4= Z or above
Grade 8: 1=T or below 2=U/V 3=W/X/Y 4= Z or above	Grade 8: 1=U or below 2=V/W 3=X/Y 4= Z or above	Grade 8: 1=V or below 2=W/X 3=Y/Z 4=Adult Literature	Grade 8: 1=W or below 2=X/Y 3=Z 4=Adult Literature

4 = exceeds standards, 3 = meets standards, 2 = approaches standards, 1 = needs support.

These benchmarks correlate to indicators of probable reading success in that and following grades, as well as probable achievement on state reading tests, although there are many factors other than reading level that may contribute to test scores, including writing skills, higher level comprehension skills, stamina, and reading rate. Schools may incorporate the benchmark level above as part of the child's assessment for a marking period, although they will probably also want to take into account reading habits, including volume of reading. These benchmarks will be revised as the TCRWP schools gather and share more data, and will be available to Project schools on our website at <http://rwproject.tc.columbia.edu>, with the TCRWP reading assessments. Levels A&B only are instructional levels, because the child will hear the pattern first from their teacher in order to read these books.