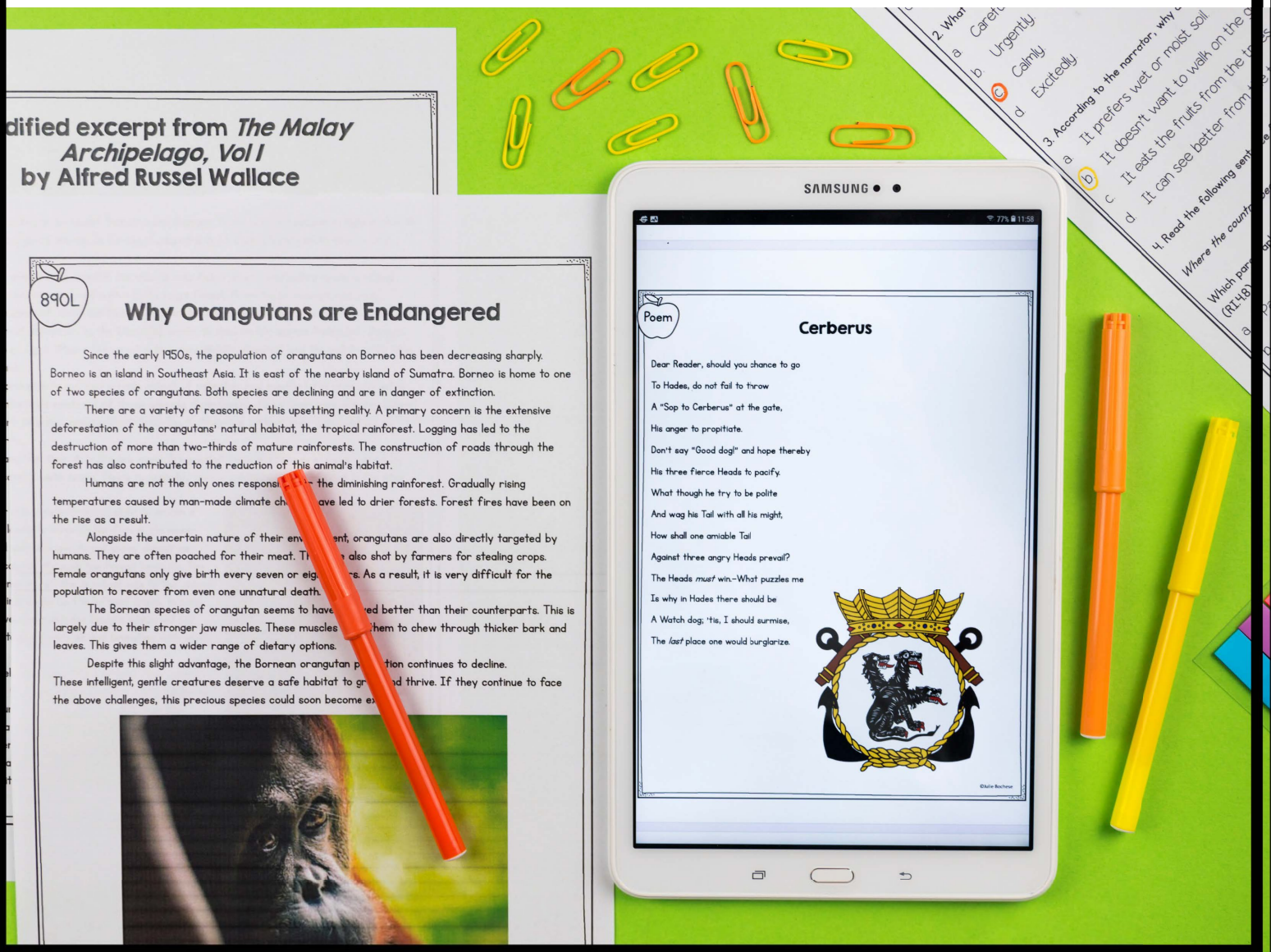
READING BENCHMARK ASSESSMENTS

4th grade



LEXILE Benchmark #1: Beginning of Year

WHAT IS INCLUDED?

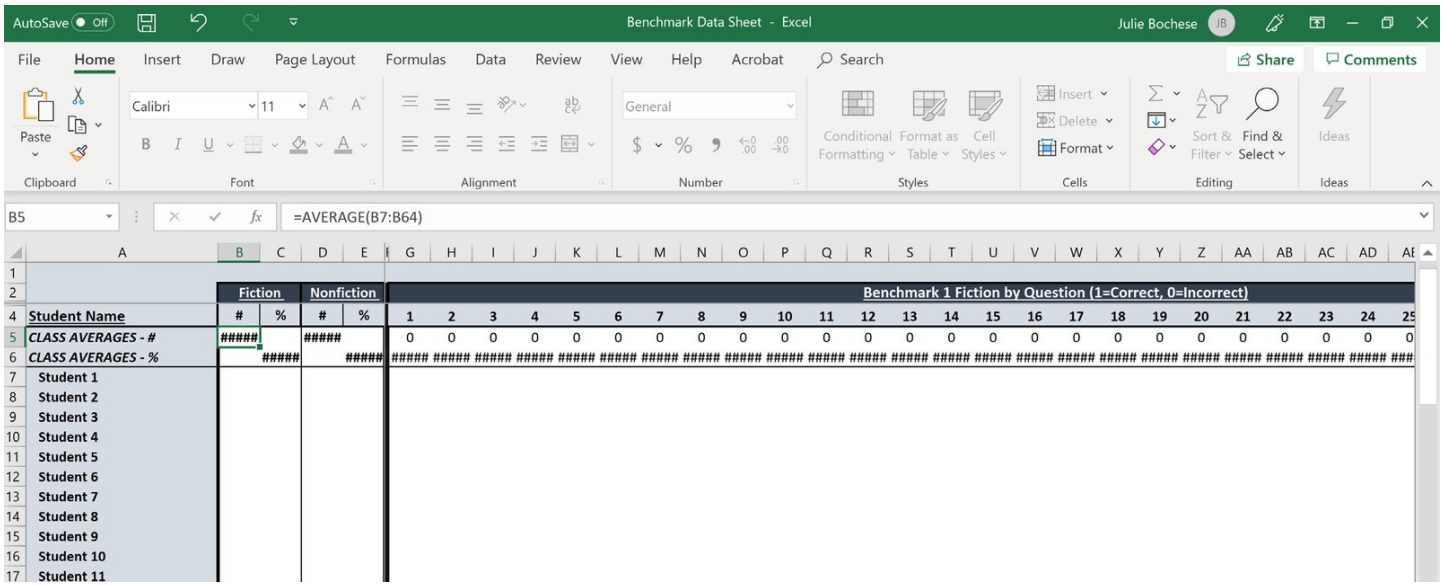
- 3 Benchmark Assessments for beginning, middle, and end of year - or initial, middle, and final assessment.
- Separate assessments for literature and informational text.
- Google Forms Versions
- Data Analysis Excel Sheet & Digital Google Sheet

→ Each benchmark includes 6 passages with approximately 4 questions per second grade standard.

→ All passages are in the 4th-5th Grade Common Core Text Complexity Band (420L-820L).

→ All passages have certified Lexile® levels.

→ Data tracking sheet in Excel and Google Sheets to show student progress and target areas of focus.



PEDAGOGY

It is important to track student progress.

To accurately track progress, I recommend administering the assessment at 3 points throughout the year with consistent testing conditions. I have split the fiction and nonfiction assessments up, so teachers can break testing up into at least two days.

At the **beginning of the year**, it is important to assess student's knowledge to help you make informed decisions about instruction.

How to Use Results

- Determine which students are above, below, or on grade level.
- Determine general trends for the entire class. What are areas of focus for all students?

During the **middle of the year**, assessing student growth and areas of weakness helps teachers implement appropriate instruction and interventions.

How to Use Results

- Track student progress by comparing results to the beginning of the year.
- Determine which standards need to be retaught to the whole class, in small groups, or individually.
- Target students for interventions

At the **end of the year**, assess students to track student growth over the year. This serves as a tool for teachers to show student improvement and also tells teachers if students are performing at grade level expectations.

How to Use Results

- Track student progress by comparing results to the beginning and middle of the year.
- Determine if students are performing at grade level.
- Develop goals with students and parents

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

DIGITAL BENCHMARK ASSESSMENTS

google virtual versions

Use the provided links to make copies of these resources to your own Google Drive. Then you can share the Google Forms with your students and automatically collect and analyze their answers using the Google Forms version of the Assessment Data Form.

at the map.

We both really wanted to make this discovery for our archaeology club. There were over fifty students searching the landscape today, all looking for the same stone statue and all wanting the glory of winning this special contest. Our club was small, with only five members, but Timothy and I had still been proud to be chosen for this honor.

"Let's keep going, then," I said, trying to fill my voice with confidence. We continued to w[illegible] boots and the sun beating down on us.

[illegible] hings about Timothy that I never knew. He had a cat named Marlin and a fish named Whiskers, which I found hilarious. Despite my physical discomfort, I found myself having fun.

[illegible] fforts. Sitting[illegible] laugh.

SAMSUNG

71% 12:24

930L

Name: _____ Date: _____

Morning Ride



"Duc, stop squirming! You'll make me crash!" Duc reluctantly sat back on the scooter, but he continued to turn his head from side to side. There was so much to see! The busy streets of Saigon flashed by on either side of them as they roared around the corner towards Duc's new school. Duc tugged impatiently at his mask. He knew he needed it to stop the dust particles in the air from entering his lungs as they drove. Still, he could barely see over it.

He smiled as he glimpsed a fruit seller holding a wide basket filled with sliced mangos, pineapples, jackfruit, and durian. A little girl stood beside her, and she waved at Duc as they zoomed past. Duc waved back and his mother gasped, pulling at his arm and scolding him under her breath.

A block later, he saw a cluster of outdoor stalls selling pho, a traditional Vietnamese noodle soup. A large dog chased a cat through the stalls and into the street. A man holding a large pile of bamboo sideways on his scooter swerved to avoid the animal.

He wished his mother would stop harping on and on about the risks. It really wasn't that dangerous. Sure, there were always lots of scooters on the road, all zooming along at a fast pace, but most of the people driving them had been doing it their whole lives. They knew to slow down and move out of the way when a pedestrian was crossing the road, and it could happen anytime, anywhere. They knew to keep a small distance between their vehicle and others at all times. Duc's mother had grown up in Saigon, but he supposed she was a little bit out of practice after all these years.

Duc let out a sigh of disappointment when they eventually pulled up to the entrance of the school, but then he smiled as he waved goodbye to his mother. He couldn't wait for the ride home later!

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4th Grade Benchmark Fictio
docs.google.com/forms/d/e/1FAIpQLSeSbxoCasnL6GCojS7cttZkz5x09GY00TU_Kiea-MWcjw3_kg/formResponse
17. What point of view is the poem written in? [RL.4.6] *
1 point
First person.
Second person.
Third person.
It is impossible to tell.
18. Which of the following words from the poem is a synonym for "prevail"? [RL.4.4] *
1 point
Try.
Tail.
Win.
Puzzles.
SAMSUNG

Benchmark Assessment: Milton Elford's Account of the 1900 Galveston Hurricane

Answer the following Questions.

1. Which of the following is the best evidence that it was very windy? (RI.4.1)

a. "About 5 it grew worse and began to break up the fence..."

b. ...we all made a break for the door, but could not get it open."

c. "I was hit on the head with something and it knocked me out and into the water headfirst."

(d.) "I could hardly hold this down on its side from being blown away..."

2. What is the text

a. Cause and E

b. Problem and

(c.) Chronologica

d. Compare an

3. What is "debris"

(a.) The leftove

b. Something t

c. Something t

d. Pieces of a

4. Which text struc

a. Cause and E

(b.) Problem and

c. Chronologic

d. Compare ar

990L

Milton Elford's Account of the 1900 Galveston Hurricane

We left our house about 4 o'clock thinking we would be safer in a larger house, not dreaming that even that house would be washed away. We went across the street to a fine large house, built on a brick foundation high off the ground. About 5 it grew worse and began to break up the fence, and the wreckage of other houses was coming against us.

We had arranged that if the house showed signs of breaking up, I would take the lead and Pa would come next, with Dwight and Ma next. In this way I could make a safe place to walk, as we would have to depend on floating debris for rafts.

There were about fifteen or sixteen in the house besides ourselves. They were confident the house would stand anything; if not for that we would probably have left on rafts before the house went down. We all gathered in one room; all at once the house went from its foundation, the water came in waist-deep, and we all made a break for the door, but could not get open. We then smashed out the window and I led the way.

I had only got partly out when the house fell on us. I was hit on the head with something and it knocked me out and into the water headfirst. I do not know how long I was down, as I must have been stunned. I came up and got hold of some wreckage on the other side of the house. I could see a man on some wreckage to my left and another on my right. I went back to the door we could not open. It was broke in, and I could go part way in, as one side of the ceiling was not within four or five feet, I think, of water. There was not a thing in sight.

I went back and got on the other side, but no one ever came up that I could see. We must all have gone down the same time, but I cannot tell what they did not come up.

I then started to leave by partly walking and swimming from one lot of debris to another. The street was full of tops and sides of houses and the air was full of flying boards. I think I gained about a block on the debris in this way, and got in the shelter of some buildings, but they were fast going down, and I was afraid of getting buried.

Just then, the part I was on started down the street, and I stuck my head and shoulders in an old tool chest that was lying in the debris that I was on. I could hardly hold this down on its side from being blown away, but that is what saved my life again.



Benchmark Assessment: The Quest

Answer the following Questions.

1. What is another word for "zealous"? (RL.4.4)

a. Envious.

b. Harsh.

c. Enthusiastic.

d. Annoying.

2. Which part of the

a. "How much f check."

b. "We both re

c. "There were same stone

d. "Our club wa be chosen f

3. Which answer be

a. A mild morni

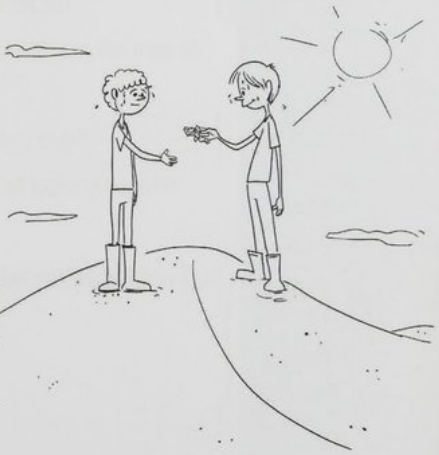
b. A warm mor

c. A humid day

d. A scorching

820L

The Quest



"Hey Timothy, want a bite of my candy bar?" I stretched out a hand to offer the chocolate. Timothy frowned and turned away.

"No, Clark, we're not allowed to have anything except bread and water, remember?"

"Riiight," I re and carried on eating the candy. I'd alway Timothy was a little too zealous about com g to the strict rules of the contest. I u tood his feelings, but I also thought there v thing wrong with a little chocolate.

"How much further do ve to walk?" I asked, and Timothy pulled out his map to check. We were standing at the of a large dune, the endless sands stretching out before us. We were both already soaked eat, and the day had barely begun.

"It looks like the statue was lo en two miles from here," Timothy replied, squinting at the map.

We both really wanted to make th covery for our archaeology club. There were over fifty students searching the landscap day, all looking for the same stone statue and all wanting the glory of winning this special st. Our club was small, with only five members, but Timothy and I had still been pro be chosen for this honor.

"Let's keep going, then," I said, trying to y voice with confidence. We continued to walk, the sand getting into our boots and the s eating down on us.

With nothing else to do, we began to talk, and I found myself learning things about Timothy that I never knew. He had a cat named Marlin and a fish named Whiskers, which I found hilarious. Despite my physical discomfort, I found myself having fun.

After five hours of searching, we had absolutely nothing to show for our efforts. Sitting down in the shade of another dune, we looked at each other and started to laugh.

Timothy flopped down on his back and held out his hand.

"I'll take that candy bar now," he said. I grinned and reached into my pack.

"I saved the last bite for you," I said, and handed it over with a smile.

©Gabi Bachus

820L

Morning Drive

"Dad, can we turn on the radio? I can't stand it!" I sat back and gazed at the dull scenery rolling slowly past the car window. There was the occasional limp bush or tree, but mostly it was just flat, empty land dotted with plain wooden telephone poles and rows of houses and parked cars. Everything looked so similar ...as like we were passing the same thing... and over again on a loop.



"Sure, honey, but there c... obably just talk shows on at this hour of morning." My dad reached forwar... ooked at the buttons on the dashboard. I ... and rested my head against the window. A... voice began droning on about oil prices.

My dad started whistling as we con... down the road. We made the ten-mile drive to s... together every morning. While I enjoyed the ... alone with my father, I wished he wasn't suc... morning person.

"Dad, how can you stand living here?" I ... He met my eyes in the rearview mirr... smiled.

"Honey, if we ever take you to a big city, ... understand why your mother and I ...se to buy a house out here in the suburbs," he replied. "You ...reciate the peace and quiet sor... believe me."



... thought about it as we pulle... the solid brick ...ding that had been my eler... ...y school for the past t... ears. I supposed I did... the sounds of cricket... ing in the yard at ... And it was nice to be able to r... y bicycle aroun... neighborhood by myself wi... worrying o... traffic.

"I guess I see wh... u mean," I said as I shut the car door behind m... t I still would like a little more excitement ar... ere."

"I'll see wh... an do," my dad said. He winked at me as we walke... e the school.

©Jodi Bachar

Benchmark Assessment: Morning Drive

Answer the following Questions.

1. Which of the following is the best sumn...
   a. A girl and her father take a tr...
   b. A girl and her father discuss t...
   c. A girl learns to become more...
   d. A girl and her father strengt...

2. In the story, the narrator goes fr...
   a. bored to thoughtful
   b. angry to accepting
   c. tired to energetic
   d. uncomfortable to interes...

3. Which of the following is prese...
   a. Information about the ...
   b. Dialogue from one or ...
   c. An explanation of the ...
   d. A description of the ...

4. What lesson does the narr...
   a. You might find some...
   b. You should always li...
   c. There are good an...
   d. Time with your par...

FICTION

930L

Name: _____ Date: _____

Morning Ride



"Duc, stop squirming! You'll make me crash!" Duc reluctantly sat back on the scooter, but he continued to turn his head from side to side. There was so much to see! The busy streets of Saigon flashed by on either side of them as they roared around the corner towards Duc's new school. Duc tugged impatiently at his mask. He knew he needed it to stop the dust particles in the air from entering his lungs as they drove. Still, he could barely see over it.

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Duc let out a sigh of disappointment when they eventually pulled up to the entrance of the school, but then he smiled as he waved goodbye to his mother. He couldn't wait for the ride home later!

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Benchmark Assessment: Morning Ride

Answer the following Questions.

1. Which word is a synonym for "harping"? (RL.4.4)

a. Steering

b. Avoiding

c. Nagging

d. Panicking

2. Based on the information in the story, you can infer that... (RL.4.1)

a. Duc was born in Saigon.

b. People don't use crosswalks in Saigon.

c. It is hard to brake on a scooter.

d. More people drive cars than use scooters in Saigon.

3. Which two words best describe the setting of the story? (RL.4.3)

a. Crowded and dirty.

b. Active and orderly.

c. Predictable and interesting.

d. Messy and peaceful.

4. Which word best describes Duc's mother's feelings in the story? (RL.4.3)

a. Excited.

b. Annoyed.

c. Distracted.

d. Anxious.

©Julie Bochoso

Benchmark Assessment: Morning Ride

5. Which of the following themes is explored in the story? (RL.4.2)

a. Money.

b. Safety.

c. Education.

d. Trust.

6. How do the descriptions in paragraphs two and three add to the story? (RL.4.5)

a. They help the reader understand a character's feelings.

b. They help the reader make sense of an important event.

c. They help the reader visualize the setting.

d. They help the reader identify the central conflict.

7. Look at the picture. Which paragraph does it connect to the most? (RL.4.7)

a. Paragraph 1.

b. Paragraph 2.

c. Paragraph 3.

d. Paragraph 4.

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NONFICTION

850L

Name: _____ Date: _____

Why Should You Vote?

Voting is an important part of being a citizen, no matter what country you live in. Every country has a slightly different system for how votes are placed and calculated. Citizens vote to support or oppose proposed laws. They also vote to choose government leaders.

Some people do not vote. Some are uninterested in participating because they believe their vote will not make a difference. Others live far away from a polling place and lack adequate transportation. Still, others find the candidate options to be limited. They may choose to withhold their vote rather than pick a leader they don't support. In the United States, citizens over eighteen have to go through a registration process in order to be **eligible**, or qualified to vote. Not everyone goes through this process.

Voting may not seem like a big deal, but it is. If you do not vote, you will not be part of an important decision-making process. Failing to vote sends a message to government leaders that a country's citizens don't care about its laws.

If a person does vote, they are exercising their freedom and their basic rights as a citizen. In the United States, the right to vote was not always given to all adults. African-American men did not gain the ability to vote until 1869. Women were not allowed to vote until 1920. A voting citizen can make change happen on a larger scale. So please, don't reject this important right and duty.



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Benchmark Assessment: Why Should You Vote?

Answer the following Questions.

1. Based on the information in the passage, you can infer that... (RI.4.1)

a. the author is over eighteen.

b. the author thinks that some votes don't matter.

c. citizens under eighteen are not allowed to vote.

d. the author was alive in 1920.

2. What is the text structure of paragraph three? (RI.4.5)

a. Cause and Effect.

b. Compare and Contrast.

c. Problem and Solution.

d. Chronological.

3. What is a reason why a registered voter might not vote in the next election? (RI.4.8)

a. They didn't go through the registration process.

b. They are a woman or an African-American.

c. They live far away from a polling place.

d. They are not a citizen of the country they live in.

4. If a person does not vote, (RI.4.3)

a. they will no longer be considered a citizen.

b. they will not have influence over government decisions.

c. they will be fined.

d. a bad leader will gain power.

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Benchmark Assessment: Why Should You Vote?

5. What is another good title for this passage? (RI.4.2)

a. How Can I Register to Vote?

b. Voting in the United States

c. A Responsible Citizen Votes

d. Advantages and Disadvantages to Voting

6. How are the text structures of paragraphs three and four connected? (RI.4.5)

a. Paragraph four gives a possible solution to a problem introduced in paragraph three.

b. Paragraph four contrasts a concept discussed in paragraph three.

c. Paragraph three lists some effects of a cause mentioned in paragraph four.

d. Paragraph three introduces a series of events that are discussed again in paragraph four.

7. What reason does the author give for why someone living far away from a polling place would not vote? (RI.4.8)

a. They don't have time to drive there.

b. They don't have a way to get there.

c. They are not registered to vote in that area.

d. They don't think their vote will make a difference.

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Not O.K.

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