

Please Return Me to

MR. GISO

Fountas & Pinnell



1

Assessment Forms



Fountas & Pinnell
A to Z
Benchmark Assessment System

Benchmark Assessment System 1

www.heinemann.com

Heinemann
DEDICATED TO TEACHERS™

SECOND EDITION

Where-to-Start Word Test

Description Students read a leveled word list.

- You Need**
- The Where-to-Start Word List
 - The Where-to-Start Chart to determine the level at which to start Benchmark Assessment
 - Where-to-Start Individual Record form

Why Use It If you do not have or are not confident about reading performance information about a child, this quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

- How to Use It**
- Ask the student to read the list for the level below his/her grade level (e.g., kindergarteners and first graders should begin with the **Beginning** list, second graders with the **Level 1** list, fourth graders with the **Level 3** list, etc.).
 - *"I want you to read some words. When you come to a hard word, try it. If you cannot read it, go on to the next word. I'll be making notes while you read. Start here."*
 - Place a card under the first word in the appropriate word list. Have the child move the card down the list as he reads. If the student spends too much time on a word (more than 5 seconds), say *"Read the next one."*
 - As the student reads, score and record word reading on a copy of the list:
 1. Check each word read accurately, including correct guesses, self-corrected readings, and accepted local variations in pronunciation.
 2. Write incorrect responses next to each word. If word not attempted, leave the space blank.
 3. Score as errors words that the student
 - cannot read
 - substitutes with another word or other sounds
 - says several different ways and is uncertain of the correct pronunciation
 - reads incompletely (*bed* instead of *beds*) or adds sounds to (*plays* instead of *play*)
 4. Do not prompt, coach, or ask the student to repeat a word (unless you could not hear it).
 5. Record the number of words read accurately at the bottom of each list.

If the child reads 16 to 20 words on a list correctly, then go to the next level. If a child reads less than 16 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

Where-to-Start Chart

List Read

Number Correct	Beginning	Level 1	Level 2	Level 3	Level 4
0-5	A	A	E	I	M
6-10	A	B	F	J	M
11-15	A	C	G	K	N
16-20	B	D	H	L	N

Beginning Word List

me

mom

I

the

can

and

to

he

my

look

we

is

in

see

like

come

it

get

up

at

Level 1 Word List

jump

play

here

was

little

bike

went

with

has

they

girl

this

will

bed

have

feet

ball

one

make

said

Level 2 Word List

want

morning

friend

three

puppy

cool

basket

drop

could

grass

dark

when

down

first

road

train

plant

queen

away

scream

Level 3 Word List

plate

forest

year

once

noise

scramble

under

again

twisted

careful

giant

breakfast

knives

batter

what

suddenly

around

badge

because

village

Level 4 Word List

silence

plastic

serious

ocean

nature

perform

station

delicious

graceful

pebble

heavy

understood

against

destiny

excuse

future

traffic

anger

reward

honey

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Beginning		Level 1		Level 2	
me		jump		want	
I		here		friend	
can		little		puppy	
to		went		basket	
my		has		could	
we		girl		dark	
in		will		down	
like		have		road	
it		ball		plant	
up		make		away	
mom		play		morning	
the		was		three	
and		bike		cool	
he		with		drop	
look		they		grass	
is		this		when	
see		bed		first	
come		feet		train	
get		one		queen	
at		said		scream	
	/20		/20		/20

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Level 3		Level 4	
plate		silence	
year		serious	
noise		nature	
under		station	
twisted		graceful	
giant		heavy	
knives		against	
what		excuse	
around		traffic	
because		reward	
forest		plastic	
once		ocean	
scramble		perform	
again		delicious	
careful		pebble	
breakfast		understood	
batter		destiny	
suddenly		future	
badge		anger	
village		honey	
	/20		/20

Please Return Me to

MR. GISO

Fountas & Pinnell



2

Assessment Forms



Fountas & Pinnell
A to Z
Benchmark Assessment System

Benchmark Assessment System 2

www.heinemann.com

Heinemann
DEDICATED TO TEACHERSSM

SECOND EDITION

Where-to-Start Word Test

Description Students read a leveled word list.

You Need Where-to-Start Chart to determine the level at which to start Benchmark assessment.

Where-to-Start Word List

Where-to-Start Word Test—Individual Record form

Why Use It If you do not have or are not confident about reading performance information about a student, this quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

How to Use It Ask the student to read the list for the level below his/her grade level. (e.g., third graders should begin with the **Level 2** list, fourth graders with the **Level 3** list, fifth graders with the **Level 4** list, etc.)

"I want you to read some words. When you come to a hard word, try it. If you cannot read it, go on to the next word. I'll be making notes while you read. Start here."

Place a card under the first word in the appropriate word list. Have the student move the card down the list as he reads. If the student spends too much time on a word (more than 5 seconds), say *"Read the next one."*

As the student reads, score and record word reading on a copy of the list:

1. Check each word read accurately, including correct guesses, self-corrected readings, and accepted local variations in pronunciation.
2. Record incorrect attempts in the space to the right of each word. If the word is not attempted, leave the space blank.
3. Score as errors words that the student
 - cannot read
 - substitutes with another word or other sounds
 - says several different ways and is uncertain of the correct pronunciation
 - reads incompletely (*bush* instead of *bushel*) or adds sounds to (*performs* instead of *perform*)
4. Do not prompt, coach, or ask the student to repeat a word (unless you could not hear it).
5. Record the number of words read accurately at the bottom of each list.

If the child reads 16 to 20 words on a list correctly, then go to the next level. If a child reads less than 16 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

Where to Start Chart

List Read

Number Correct	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
0–5	E	I	M	P	R	T	U
6–10	F	J	M	P	R	T	V
11–15	G	K	N	Q	S	U	V
16–20	H	L	O	Q	S	U	V

Level 2 Word List

want

morning

friend

three

puppy

cool

basket

drop

could

grass

dark

when

down

first

road

train

plant

queen

away

scream

Level 3 Word List

plate

forest

year

once

noise

scramble

under

again

twisted

careful

giant

breakfast

knives

batter

what

suddenly

around

badge

because

village

Level 4 Word List

silence

plastic

serious

ocean

nature

perform

station

delicious

graceful

pebble

heavy

understood

against

destiny

excuse

future

traffic

anger

reward

honey

Level 5 Word List

speechless

cushion

slumber

population

courage

needle

region

marriage

appearance

obedient

gracious

baggage

honorable

justice

ambition

lately

expression

bushel

protective

lunar

Level 6 Word List

liquid

profitable

reduction

patient

prosperity

tremendous

accustom

patriotic

medicine

compliments

nourishment

spectacular

combination

abundant

wreckage

hostility

rebellion

imaginary

responsible

yearning

Level 7 Word List

continuously

environmental

exhausted

pensive

society

approximate

customary

reminiscence

malicious

intricate

contemporary

acknowledge

malignant

cubic

attentively

standardize

architecture

industrious

counterfeit

recession

Level 8 Word List

boutique

exuberant

meddle

permissive

supplement

inducement

whimsical

exhibition

grotesque

articulate

nonchalant

subtle

contemptuous

granular

antique

succumb

miniature

poignant

simultaneous

rambunctious

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Level 2		Level 3		Level 4		Level 5	
want		plate		silence		speechless	
friend		year		serious		slumber	
puppy		noise		nature		courage	
basket		under		station		region	
could		twisted		graceful		appearance	
dark		giant		heavy		gracious	
down		knives		against		honorable	
road		what		excuse		ambition	
plant		around		traffic		expression	
away		because		reward		protective	
morning		forest		plastic		cushion	
three		once		ocean		population	
cool		scramble		perform		needle	
drop		again		delicious		marriage	
grass		careful		pebble		obedient	
when		breakfast		understood		baggage	
first		batter		destiny		justice	
train		suddenly		future		lately	
queen		badge		anger		bushel	
scream		village		honey		lunar	
	/20		/20		/20		/20

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Level 6		Level 7		Level 8	
liquid		continuously		boutique	
reduction		environmental		meddle	
prosperity		exhausted		supplement	
accustom		pensive		whimsical	
medicine		society		grotesque	
nourishment		approximate		nonchalant	
combination		customary		contemptuous	
wreckage		reminiscence		antique	
rebellion		malicious		miniature	
responsible		intricate		simultaneous	
profitable		contemporary		exuberant	
patient		acknowledge		permissive	
tremendous		malignant		inducement	
patriotic		cubic		exhibition	
compliments		attentively		articulate	
spectacular		standardize		subtle	
abundant		architecture		granular	
hostility		industrious		succumb	
imaginary		counterfeit		poignant	
yearning		recession		rambunctious	
	/20		/20		/20