

Fountas & Pinnell Reading Level Equivalency Table

Fountas & Pinnell

Implementing the Fountas & Pinnell Benchmark Assessment System in your classroom

At Pearson, we are proud of the revolutionary **Fountas & Pinnell Benchmark Assessment System** for Years F–8. Adapted specifically for Australian students, this system is the ultimate literacy classroom resource. Benefit from this innovative system which directly links assessment to instruction, enabling clear measurable student evaluation.

The system allows you to:

- ▶ assess writing, reading and comprehension using one system
- ▶ specifically link assessment to classroom instruction
- ▶ conduct effective intervention
- ▶ measure reading comprehension in a detailed, quantifiable way
- ▶ place students on an instructional and an independent reading level
- ▶ assess students from Years F–8

The **Fountas & Pinnell Benchmark Assessment System** is a proven, effective literacy assessment system for Years F–8, that is specifically linked to classroom instruction.

Through testing reading performance for accuracy and self correction, comprehension and fluency, rather than simply gauging a reading level, the system can monitor and support a student's true progress across a school year.

The system has been comprehensively adapted for Australian students. **Fountas & Pinnell** levels are matched to colour bands and can be used in conjunction with levelled texts, with the help of this equivalency table.

Colour Band	Reading Level	Fountas & Pinnell Levels
	Level 1	A
	Level 2	B
	Level 3	C
	Level 4	C
	Level 5	D
	Level 6	D
	Level 7	E
	Level 8	E
	Level 9	F
	Level 10	F
	Level 11	G
	Level 12	G
	Level 13	H
	Level 14	H
	Level 15	I
	Level 16	I
	Level 17	J
	Level 18	J
	Level 19	K
	Level 20	K
	Level 21	L
	Level 22	M
	Level 23	N
	Level 24	O
	Level 25	P
	Level 26	Q
	Level 27	R
	Level 28	S
	Level 29	T
	Level 30	U
The Fountas & Pinnell Benchmark Assessment System assesses Reading Levels up to Year 8, making it ideal for use through to middle school.		V
		W
		X
		Y
		Z

Learn more by visiting
www.pearson.com.au/primary/fountasandpinnell

Speak to your Education Sales Consultant today
Contact customer care on free phone 1800 656 685 or email schools@pearson.com.au

What educators are saying about the Benchmark Assessment System:

I began the year working with individuals and teaching pairs using the Fountas & Pinnell Benchmark Assessment System. The depth of information teachers discovered about each individual student amazed them! We were able to address specific needs to programming using The Continuum of Literacy Learning and place these within a Reading Workshop framework.

Michele Duthy
Deputy Principal
Morphett Vale Primary School, South Australia

Fountas & Pinnell offers a well organised, well presented and user-friendly Benchmark Assessment System. It affords teachers the opportunity of assessing their students reading ability at higher levels than previously available.

Corinne Kaplan
Primary Literacy Coordinator
Bialik College, Victoria

The Benchmark Assessment System addresses a fresh new way to assess students. The system provides engaging, real texts, opportunities for teacher/student conversations and analysis tools to support teachers with deciding next instructional steps. The Continuum of Literacy Learning, which is included in each system, absolutely supports all teachers in identifying literacy behaviours students have in place and where to gear future instruction. If a teacher needs to delve deeper, the system contains over 100 additional optional assessments that focus on word study. An exceptional tool for all literacy educators! The special education teachers in our area value their Benchmark Assessment System and the support each provides in planning student instruction.

Christine Wilson
District Literacy Specialist for the Special Education Department
Spring Branch ISD-Houston, Texas
Carrollton-Farmers Branch ISD

One thing that impresses me the most is how the emphasis for comprehending is shifted so effectively to the student's thinking about the texts. The theoretical base that reading is thinking comes through...From my perspective as a literacy coach, that is exactly what I want teachers to be looking for when they assess their students and what I want them to be teaching for...so... eventually, I think the quality and nature of the assessment will help lift the teachers' instruction. In using the 3-8 System, it was immediately apparent that the two students I assessed were not thinking "about the text" at all (not analysing or critiquing), despite being able to thoroughly retell texts and think beyond the text very competently.

In terms of the K-2 System, the other point I feel strongly about is that the earliest levels require the students to really look at print, not merely remember a pattern...Also, there is more meat to the story, so there is more for the child to talk about.

Another feature that I thought was very helpful was the list of questions/considerations in the materials that prompt the teacher to reflect on what she observed the child doing. These should also provoke deeper thinking.

Claire Batt
Literacy Intervention Specialist

