

# Selecting the Right Benchmark Assessments for My Student

**n2y benchmarks** are formative assessments that are used to identify a student's current level of performance to better align intervention and specially designed instruction directly to the IEP and to a student's needs.

## Benchmarks help:

- Write data-driven, compliant Present Levels of Performance.
- Select IEP goals directly tied to assessment data.
- Align instruction directly to student needs.
- Monitor yearly progress and adjust interventions and instruction as needed.

## When Should I Give Benchmark Assessments?

**2 to 4** times per year

District guidelines should be followed when determining the frequency of benchmarks to administer. It is generally recommended that skills are assessed 2-4 times per year to accurately and consistently measure student progress and growth, including beginning, middle and end of school/IEP year.

## How Many Benchmarks Do I Give My Students?

**3 to 5** per subject (e.g., Reading, Writing, Math)

The current selection of Benchmark Assessments covers a wide range of skills in English Language Arts and Math. Administration of all benchmark assessments at one time is **not recommended**. Follow district guidelines and individual student needs when selecting the overall number of assessments to administer.



# Which Benchmarks Should I Administer?

## 1. Identify specific skill areas to assess. You can do this by:

- Completing a Profile to gain a global insights in specific skill areas that warrant further assessment.

**\*\*Pro-Tip: In Polaris, profile results will automatically provide suggestions for Benchmark Assessments for IEP development.**

- Reviewing current educational needs and performance on the IEP.
- Examining essential skills related to grade level expectations.

## 2. Review Benchmarks available in the identified skill areas.

- Filter within the GPS by Skill Category (ELA or Math) and Skill to narrow down the area you want to assess.
- Review assessment descriptions and preview assessments to determine which benchmarks are appropriate for your student.

## 3. Select Administration Method (review admin guide for more information)

- Student View:** Assign to the student's dashboard. Use when a student independently uses technology and completes work independently.
- Teacher-Led:** Choose this for students who need additional support using technology, maintaining attention and selecting answers.
- Offline/Print:** Choose offline or print administration for students who struggle with technology, attention, and need additional accommodations such as manipulatives, enlarged print or high contrast print.

## 4. Select the format (when applicable)

- Expressive vs. Receptive Formats:** Expressive format requires a verbal response while the receptive format requires nonverbal responses, such as multiple choice, fill in answers, or dragging answers.  
**\*\*Pro-tip: If administering a Teacher-Led assessment using an Expressive Format, you do not need to use the recording feature.**
- Passage Formats:** Fluency and Comprehension assessments have multiple formats or passages to choose from.
- Writing Prompt Formats:** Writing Benchmark Assessments may have multiple formats or prompts to choose from.

The screenshot displays the Polaris assessment administration interface. At the top, there are two tabs: "New & Improved Benchmarks" (highlighted in orange) and "Reading Level Assessment". Below the tabs, there are two dropdown menus: "Skill Category" (set to "English/Language Art...") and "Skill" (set to "Vocabulary"). An orange box highlights these two dropdowns, with a red arrow pointing to the "Skill" dropdown. Below the dropdowns, the "Assessment" section shows "Vocabulary 1: Sorting, Opposites and Describing" and a description: "This assessment measures a student's categorization skills, opposites/antonym knowledge, and ability to describe living and nonliving objects." The main area is titled "Assessment Administration" and contains three cards: "Student View" (Assign), "Teacher-Led" (Launch), and "Offline" (Begin). The "Offline" card is highlighted with an orange box, and a red arrow points to it from a callout box that says "Print Version". Below the "Offline" card, there is a confirmation dialog: "This will run a teacher-led assessment for Cooper Moore." with a dropdown menu for "Expressive" and "Receptive" formats, and a "Start" button. An orange box highlights the dropdown menu, with a red arrow pointing to it.

## What Do I Do Once I've Completed My Administration?

- If administered offline or in cases in which a student is recording themselves, scores must be entered online during or following administration.
- Upon completion, results will display on the Benchmark page and in the Assessments Results section of My Students. The overall score, interpretation and a summary of their performance on the assessment will display.
- Student and classroom performance may also be viewed in the Reports section.



# Reading Foundations Benchmarks Scope and Sequence

Skill Filter	Print Concepts	Vocabulary	Grammar	Speaking & Listening	Phonological Awareness	Decoding	Spelling	Word Recognition
Level 1 Assessments	Active Participation and Responsiveness: ELA							
	Print Concepts Match	Emerging Categorization & Opposites			Phonological Awareness: Emerging Word Awareness			Environmental Print Match
	Letter Match							
Difficulty & Complexity of Assessment Increases from Top to Bottom and Left to Right (e.g., the darker the gradient, the more difficult the assessment)	Print Concepts	Vocabulary 1: Sorting, Opposites and Describing	Writing Conventions 1: Foundations	Listening Comprehension 1	Phonological Awareness: Word Awareness			Environmental Print Recognition
	Uppercase Letter Identification	Vocabulary 2: Related & Similar Words	Writing Conventions 2	Listening Comprehension 2: Content Understanding	Syllable Awareness	Decoding 1: CVC & Digraphs	Spelling List 1	High Frequency Words: List 1 List 2 List 3
	Lowercase Letter Identification	Vocabulary 3: Word Analysis			Phonemic Awareness	Decoding List 2: CCVC and Silent E	Spelling List 2	High Frequency Words: List 4 List 5 List 6
					Letter-Sound Correspondence: Consonants	Decoding List 3: R-Controlled and Vowel Teams	Spelling List 3	High Frequency Words: List 7 List 8 List 9
					Letter-Sound Correspondence: Vowels and Digraphs	Decoding List 4: Multisyllabic Words	Spelling List 4	High Frequency Words: List 10
						Decoding List 5: Irregular Vowels and Ending Consonants	Spelling List 5	

# Reading Comprehension and Fluency Benchmarks Scope and Sequence

## Reading Passages

### Kindergarten Decodable Texts

Reading Comprehension 1  
Reading Fluency 1  
CVC Decodable Texts

Reading Comprehension 2  
Reading Fluency 2  
Digraph Decodable Texts

### 1st Grade Decodable Texts

Reading Comprehension 3  
Reading Fluency 3  
Silent E Decodable Texts

Reading Comprehension 4  
Reading Fluency 4  
Developing Decodable Texts

Reading Comprehension 5  
Reading Fluency 5  
Progressing Decodable Texts

### 2nd Grade Level Texts

Reading Comprehension: Explore Skills in Literature  
Reading Fluency: Explore Skills in Literature

Reading Comprehension: Explore Skills in Informational Texts  
Reading Fluency: Explore Skills in Informational Texts

### 3rd Grade Level Texts

Reading Comprehension: Make Connections in Literature  
Reading Fluency: Make Connections in Literature

Reading Comprehension: Make Connections in Informational Texts  
Reading Fluency: Make Connections in Informational Texts

### 4th Grade Level Texts

Reading Comprehension: Dive Deeper in Literature  
Reading Fluency: Dive Deeper in Literature

Reading Comprehension: Dive Deeper in Informational Texts  
Reading Fluency: Dive Deeper in Informational Texts

### 5th Grade Level Texts

Reading Comprehension: Analyze Literature  
Reading Fluency: Analyze Literature

Reading Comprehension: Analyze Informational Texts  
Reading Fluency: Analyze Informational Texts

## Reading Level Assessments (RLAs)

should primarily be used to help identify students' reading levels for ULS Monthly units and differentiated texts in the n2y library. It can also assess students' background knowledge and comprehension. The RLAs can be administered as teacher-led or offline. You may also select Verbal or Nonverbal Administration Method.



## Writing Benchmarks Scope and Sequence

Skill Filter	Grammar	Writing Production
Level 1 Assessment		Emerging Writing: Participation & Responsiveness
Difficulty & Complexity of Assessment Increases from Top to Bottom (e.g., the darker the gradient, the more difficult the assessment)	Writing Conventions 1: Foundations	Beginning Research
	Writing Conventions 2	Narrative Writing 1
	Writing Conventions 3: Sentence Structure	Explanatory Writing 1
		Opinion Writing 1
		Narrative Writing 2
		Explanatory Writing 2
		Opinion Writing 2

Math Benchmarks Scope and Sequence of Benchmarks									
Skill Filter	Number Sense	Number Calculation	Measurement and Data				Geometry	Fractions	Algebra (includes Algebraic Thinking skills)
			Measurement	Data	Time	Money			
Level 1 Assessments	Active Participation and Responsiveness: Math								
	Emerging Counting and Cardinality	Emerging Number Calculation	Emerging Measurement: Vocabulary and Nonstandard Units	Emerging Data: Categorizing Data and Pictographs	Emerging Time	Emerging Money	Emerging Spatial Relationships: Positional Vocabulary		
Difficulty & Complexity of Assessment Increases from Top to Bottom (e.g., the darker the gradient, the more difficult the assessment)	Counting and Number ID (0-10)	Composing and Decomposing Sets Within 10	Measurement 1: Vocabulary & Using Nonstandard Units	Colors: Match, Sort & Identify	Time 1: Schedule, Calendar and Time Concepts	Money 1: Identify Bills, Coins and Signs	Spatial Relationships: Using Positional Vocabulary	Fractions 1: Represent Unit Fractions	Patterns 1: Non-Numeric Patterns
	Counting and Number ID (0-100)	Addition & Subtraction 1: Word Problems Within 10	Measurement 2: Length & Standard Units	Data 1: Categorizing Data and Pictographs	Time 2: Hour and Half-Hour	Money 2: Value of Coins and Bills	Shapes 1: Match, Sort & Identify Basic Shapes	Fractions 2: Represent & Compare Unit Fractions	Algebraic Thinking 1: Find the Unknown
	Counting Objects (0-10)	Addition and Subtraction 2: Problems Within 20		Data 2: Advanced Picture Graphs, Bar & Line Plots	Time 3: Quarter-Hour and 5-Minute Intervals	Money 3: Add & Subtract Like Coins and Bills	Shapes 2: Attributes of 2D Shapes		
	Comparing and Ordering Sets (0-10)	Addition and Subtraction 3: Problems Within 100			Time 4: Calculating Elapsed Time	Money 4: Advanced Money Skills	Shapes 3: Attributes of 3D Shapes		
	Place Value 1: Tens and Ones	Multiplication & Division 1: Equal Groups and Arrays					Coming Soon! Points, Lines and Line Segments		
		Multiplication & Division 2: Facts & Word Problems							

# Benchmark Administration Checklist

Use this as needed to document benchmarks given throughout the year for your students. We recommend giving no more than 3 to 5 Benchmarks per Subject Area.

Student Name: \_\_\_\_\_

Reading Benchmarks	Date 1 / Score	Date 2 / Score	Date 3 / Score	Notes
Writing Benchmarks	Date 1 / Score	Date 2 / Score	Date 3 / Score	Notes



# Benchmark Administration Checklist

Use this as needed to document benchmarks given throughout the year for your students. We recommend giving no more than 3 to 5 Benchmarks per Subject Area.

Student Name: \_\_\_\_\_

Math Benchmarks	Date 1 / Score	Date 2 / Score	Date 3 / Score	Notes
Other Assessments	Date 1 / Score	Date 2 / Score	Date 3 / Score	Notes

