

## ASSESSMENT INSTRUMENT REVIEW FORM

Name of the Instrument: The Fountas and Pinnell Benchmark Assessment Kit 2

Publisher: Heinemann Publishing Company (Division of Houghton Mifflin Harcourt)

Most Recent Revision Date: 2015

Representative/Address/Phone: Heinemann Publishing  
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**INSTRUMENT DESCRIPTION:**

(Where multiple options are available – such as complete battery, core battery, and survey – consider the smallest version that still gives useful reading and mathematics assessment.)

1. What is the content covered by the instrument? (Check all that apply.)

Subject	GRADE													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	X	X	X	X	X	X	X	X	X	X				
Mathematics														
Science														
Writing														
Social Studies														

2. How was the instrument developed?

The Fountas & Pinnell Benchmark Assessment System was developed by Drs. Irene Fountas and Gay Su Pinnell, leaders in the field of literacy learning. In development of the BAS1, research was conducted to ensure that the reading scores were a true and valid and identifier of each student’s reading level, and also that the leveling of the individual texts themselves were reliable (Available from Heinemann 2015 [website](#)).

3. Does the instrument contain ...

- |    |  |     |
|----|--|-----|
| A. | Multiple Choice Questions on a Reading story selection?              | No  |
| B. | Constructed Response Questions on a Reading story selection?         | Yes |
| C. | Multiple Choice Questions on a Reading informational selection?      | No  |
| D. | Constructed Response Questions on a Reading informational selection? | Yes |
| E. | Multiple Choice Questions in Mathematics?                            | No  |
| F. | Constructed Response Questions in Mathematics?                       | No  |

4. Was the norming group similar to our district’s students?

According Heinemann’s website, extensive field testing was conducted with students enrolled in a socioeconomically and ethnically diverse group of twenty-two schools from five geographic regions across the United States. 498 students represented a large cross-section of socioeconomic status, and were made using federal guidelines for categorizing low-, middle-, and high-SES schools. (Heinemann 2015)

5. What are the ranges of the reliability estimates?
- |  |            |           |           |
|--|------------|-----------|-----------|
|  | Content 1  | Content 2 | Content 3 |
|  | Reading    |           |           |
| A. On Multiple Choice items?               | NA         |           |           |
| B. On Constructed Response items?          | .93 to .97 |           |           |
| C. Other reliability estimates (Describe). |            |           |           |

As a secondary precaution, retesting was conducted to make sure that the text-levels were reliable. In fact, students’ reading scores on the fiction series were correlated with their scores on the nonfiction series (Retrieved from [Heinemann](#)).

6. What is the validity information?
- A. What evidence is provided for alignment to the Michigan Standards and Benchmarks?

In their own words, Heinemann purports that there is a “strong relationship” between the new Common Core Standards, which Michigan has adopted, for Language and Literacy and Fountas and Pinnell’s The Continuum of Literacy Learning (Heinemann 2015). The goal of both programs is to ensure that all students are college-/and career-ready, and literate by no later than the end of high school.

- B. What other types of validity information are offered?

According to the publisher’s research findings, there was a strong relationship between the reading accuracy rates of Fountas & Pinnell Benchmark System 1 fiction and nonfiction books (Book Levels A–N), and the accuracy rates of the texts used for assessments in Reading Recovery®, with correlations of .94 for fiction and .93 for nonfiction (Retrieved from [Heinemann](#)).

Reading Recovery® was recently recognized by the U.S. Department of Education as an effective and scientifically based reading program, which makes this correlation even more important. Due to the fact that the Reading Recovery Text Level Assessment, like the Fountas & Pinnell Benchmark Assessment System, assesses decoding, fluency, vocabulary, and comprehension, these results go to show how valid the Fountas & Pinnell Benchmark Assessment System 1 program is (Heinemann). It should be pointed out that the Fountas & Pinnell Benchmark System is based on students’ comprehensive reading of complete books, and results of literacy vary when compared to other tests, such as the Slosson Word Test which measures students’ isolated oral word calling and provides approximate placement of a child’s reading level ([Slosson](#)).

**REPORT UTILITY:**

1. Do the reports provide the necessary data to meet the following teacher, administrator, and staff needs? (Check all that apply.)

Data Need	LEVEL OF AGGREGATION			
	Individual Student	Classroom	Building	District
Determine the student’s strengths and weaknesses.	X	X	X	
Provide direction to meeting students’ needs.	X	X	X	
Provide measures of how well the curriculum is being implemented.		X	X	X
Provide a vehicle(s) for easily communicating with parents.		X		
Provide NCEs or percentiles to identify students for program participation/program reporting				

- |    |   |  |
|----|---|--|
| 2. | Can reports be generated which disaggregate the results by student demographic variables such as gender ethnicity, SES, etc.? | No, only manually  |
| 3. | Can reports be provided on electronic media?<br>If Yes, will supporting software be available?                                | No, data tracker program at extra expense<br>No, (Pearson Inform or Mastery Manager) |
| 4. | What is the turn-around time between the administration and the return of the results?  |  |
|    | If done by the publisher?   | NA   |
|    | How much time is added due to Constructed Response Questions?   | NA   |
|    | If done with local scoring?   | Immediate  |

Overall, how do you rate this test in terms of usefulness, reliability, validity, and informational use?

Using the Fountas and Pinnell Benchmark Assessment System is very useful for teachers and reading recovery specialists in diagnosing a child's areas of strength and areas of weakness which can be strengthened to show improvement. While assessing an entire class up to four times per year or more can be time consuming, it gives a very clear picture of student growth, and is also useful in informing a teacher's instructional decision making. Students can be involved with goal-setting and documenting of their own reading progress throughout the year and even over the course of their academic career.. The information provided by the publisher (Heinemann) shows that it has been found to meet standards of reliability and validity. In our humble opinion, this is a great tool and should be considered best practice for informing teacher instruction and documentation of student growth.

#### References

- Heinemann Publishing Company. (2012). *Benchmark assessment system 2nd edition: Executive summary*. Retrieved from <https://www.heinemann.com/fountasandpinnell/research/basexecsummary.pdf>
- Slosson Educational Publications, Inc. Retrieved from <http://www.slossonnews.com/About-Us.html>