



Benchmark Literacy Assessment 1 and 2



Your Premier Benchmark Assessment Resources

The most comprehensive literacy assessment resources in the market!

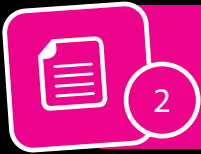
The **PM Benchmark Literacy Assessment Resources 1** and **2** resources equip teachers with accurate and robust assessment tools to identify students' instructional reading levels. The resources offer a complete literacy assessment, allowing teachers to conduct reading records that will capture students' progress in reading fluency, retelling abilities and comprehension within and beyond the text. The two brand-new **PM Benchmark Literacy Assessment** resources offer in-depth guidance and support to confidently assess literacy skills and strategies for Pre-Level 1, Levels 1-30 and Post-Level 30.



The **PM Benchmark Literacy Assessment** resources respond to the changing needs in literacy instruction and assessment. With the inclusion of Pre-Level 1 and Post-Level 30 assessments, as well as fiction and non-fiction texts across Levels 1-30, the **PM Benchmark Literacy Assessment** resources provide teachers with the right tools to:

- accurately identify students' reading levels
- use evidence to inform teaching practice and lesson planning
- monitor students' reading achievement and progress over time
- implement consistent assessment practices within and between schools
- capture data for school review and community feedback.

EACH RESOURCE INCLUDES:



PRE-LEVEL 1 ASSESSMENT CARDS

Assess a student's early literacy competencies in areas of oral literacy, phonological awareness, phonics and concepts about print.



NEW BOOKS AND CARDS

60 texts for Levels 1–30 (two texts per level) with fiction introduced from Level 1 and non-fiction introduced from Level 6.



POST-LEVEL 30 ASSESSMENT CARDS

Expose students to complex styles of writing that encourage deeper comprehension and more sophisticated text analysis and critique.



STUDENT RECORDS

A new and updated Student Record is provided for each assessment, allowing teachers to easily capture evidence of reading achievement.



PROCEDURES CARDS

Procedures cards include detailed instructions to ensure a consistent, whole-school approach to literacy assessment.



TEACHER'S RESOURCE BOOK

Train your teachers to carry out benchmark assessments and implement strategies to extend fluent readers.



ONLINE RESOURCES

Access a suite of digital resources including Student Record proformas, training videos and examples of completed reading assessment records.



PM Benchmark Literacy Assessment 1
9780170424394



PM Benchmark Literacy Assessment 2
9780170424400

COMPONENTS

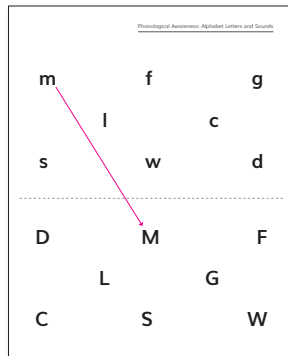
PRE-LEVEL 1

The **Pre-Level 1** assessments allow teachers to assess a student's literacy competencies in the areas of oral literacy, phonological awareness, phonics and concepts about print.

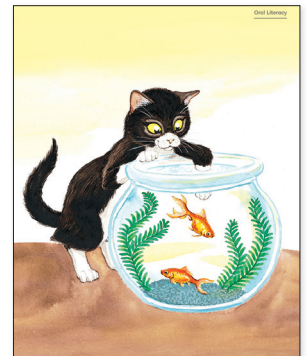
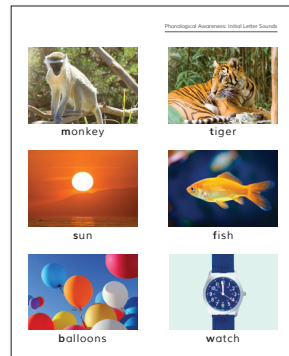
The **Pre-Level 1** assessments consist of two cards and a four-page Student Record covering six assessment tasks designed for students working towards Level 1.



Oral Literacy assessment, Resource 1



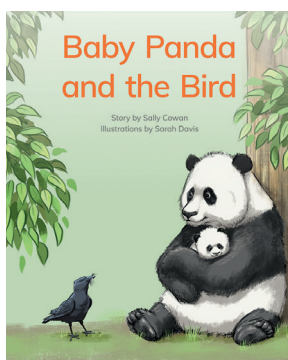
Phonological Awareness assessment, Resource 1



Oral Literacy assessment, Resource 2

BOOKS AND CARDS FOR LEVELS 1–30

Each **PM Benchmark Literacy Assessment** resource includes two texts per level for Levels 1–30. Repetitive illustrated and photographic texts are introduced at Level 1, narratives at Level 3 and non-fiction texts at Level 6. As students progress through the levels, they are exposed to more text types such as recounts, information reports, descriptions, procedures, expositions and discussions.



The bird looks at Baby Panda.
Baby Panda is asleep.



Baby Panda and the Bird, Level 3, Fiction, Resource 2



Drones are aerial vehicles that do not have a pilot. They are operated by people on the ground. Some drones are fitted with one-board computers. Information is sent directly from the drone to a mobile phone linked to the drone's computer.

Drones vary from a few centimetres in length to the size of a small aircraft. The smallest drones have a flight range of one kilometre. Larger types have very powerful batteries. These drones can fly long distances and stay in the air for several days.

Some drones have rotors that help to keep them balanced. They can remain stationary in the air for a long time. Other drones have fixed wings like an airplane. They need to be constantly moving through the air to prevent them from crashing.

Drones were originally used during the First World War.

These drones were similar to regular airplanes, but without a cockpit. They were sent on missions that were thought to be too dangerous for manned aircraft.

Today, drones are used in many different ways, including saving people's lives and scientific research.

Police use drones to help save lives. Sometimes, accidents occur in remote places. Small drones are flown into these areas to locate victims. When the injured people are found, rescue teams are immediately sent to provide medical aid.

Similarly, police use drones to help locate a person who has become lost. The drones scan large areas of land and transmit information quickly back to search-and-rescue teams on the ground. In many instances, the person is located promptly and returned safely to concerned family members.

Police also use drones to help supervise large public events. Huge crowds of people gather at concerts and sporting grounds. Pictures from drones allow police to observe the behaviour of people in the crowd. If there is any danger, police act quickly to keep spectators safe.



Groups of people around the world also use drones to help protect bird and animal species. Information can be gathered without disturbing the animals or their habitat. Scientists study pictures and videos taken by drones that show threats faced by the animals. Plans can then be made to help save species that are at risk.

Other scientists use drones to check the levels of greenhouse gases and pollution in the air. These drones have special instruments that measure the temperature and forecast the weather. Pictures from drones have provided key information about parts of the earth that are difficult to reach. They have been flown into icy polar landscapes and active volcanoes.

Sometimes, people use drones to film recreational activities and special events. Small drones are fitted with powerful cameras and videos. These devices produce high-quality images from above the ground.

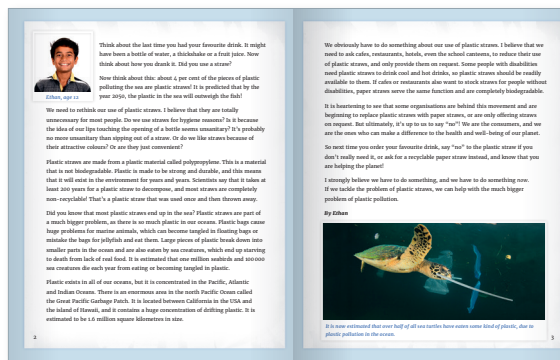
The use of drones is widespread in society today and is expected to expand into a range of other fields. Drones have the potential to benefit communities all over the world.



Drones, Level 29, Non-Fiction, Resource 1

All **Post-Level 30** texts have been carefully curated for confident, independent readers. They provide opportunities for students to engage with authentic texts, such as extracts from popular works of literature and from scientific journals.

The suite of six **Post-Level 30** texts are designed to expose students to complex writing styles with higher-order sentence structures and concepts. The text types included across the two resources are narrative, narrative (historical fiction), poetry, description, information report, exposition and discussion.



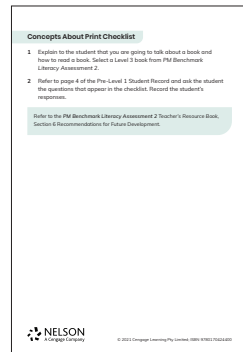
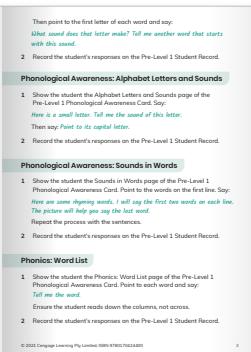
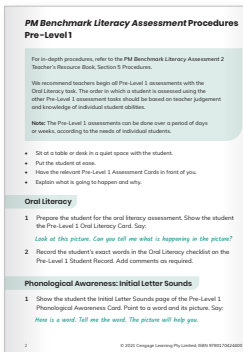
Say 'No' to Plastic Straws, Post-Level 30, Non-Fiction, Resource 1

PROCEDURES CARDS

The **Procedures Cards** provide a summary of the recommended procedures for taking a pre-reading or reading assessment. Following a **Procedures Card** effectively ensures consistent and valid information is gathered by all educators.



There are three **Procedures Cards** in each resource: one for Pre-Level 1, one for Levels 1–30 and one for Post-Level 30.



PM Benchmark Literacy Assessment Procedures, Pre-Level 1, Resource 2

STUDENT RECORDS

There is a **Student Record** for each assessment text in Levels 1-30, one for the Pre-Level 1 cards and one for each Post-Level 30 card. The updated layout allows teachers to easily capture students' reading progression and provide feedback to students, parents and the wider school network.

Retelling indicators

1

Continuation of Reading Record

2

Comprehension questions with suggested answers

3

Summary page with recommendations for future development

4

Reading Record

Reading Behaviours Checklist

Summary page with recommendations for future development

Snakes, Non-Fiction, Resource 1

PM Benchmark

LITERACY ASSESSMENT 2
PRE-LEVEL 1 STUDENT RECORD

Name: _____ DOB: _____ Age: _____
School: _____ Class: _____ Date of assessment: _____

Text: *Snakes*
Recommended Reading Age: 10 years

Test Type: *Prose*

Orientation: This is a non-fiction text. It is an information report about snakes.

1. Retell
Book orientation: This is a non-fiction text. It is an information report about snakes.

Retelling Indicators to Check for Understanding

- Retell main events/facts without assistance from teacher prompts or book support
- Summarised main events/facts accurately
- Retell main events/facts using test-specific vocabulary
- Retell main events/facts coherently and confidently

2. Reading Record

Page	Text	E	S.C.	Errors	S.C.		
02	Snakes are reptiles that do not have arms or legs. They have long bodies covered in hard scales.	M	S	V	M	S	V
03	Snakes cannot heat up their blood. During the day, they warm their bodies in the sun. In winter, some snakes rest below the ground until spring time. Sometimes, snakes huddle together to keep warm. Once a snake is warm enough, it can hunt for food.	M	S	V	M	S	V
04	Snakes eat mice, rats, frogs and other kinds of animals that are nearby. Some snakes kill their prey by biting them with their sharp fangs.	M	S	V	M	S	V

3. Comprehension Questions

3.1. What are snakes?

3.2. Why do snakes have to warm up their bodies?

3.3. Why is it difficult to see a snake up a tree?

3.4. Why do some snakes live near people in towns and cities?

3.5. Why is it difficult to see a snake up a tree?

3.6. Why do some snakes need to be good swimmers?

4. Analysis

1. Knowledge and skills - Extending

2. Strategies - Extending

3. Fluency

PM Benchmark

LITERACY ASSESSMENT 2
POST-LEVEL 30 STUDENT RECORD

Name: _____ DOB: _____ Age: _____
School: _____ Class: _____ Date of assessment: _____

Text: *The Tyger*
Recommended Reading Age: 14 years

Test Type: *Prose*

Orientation: This is a fiction text. It is a famous poem written by the English poet William Blake in 1794, in which Blake describes the beauty of the tiger.

Reading Behaviours Observed Prior to Silent Reading

Retelling Indicators to Check for Understanding

Reading Behaviours Observed During Oral Reading

1. Knowledge and skills

2. Strategies

3. Fluency

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LITERACY ASSESSMENT 2
POST-LEVEL 30 STUDENT RECORD

Name: _____ DOB: _____ Age: _____
School: _____ Class: _____ Date of assessment: _____

Text: *The Taj Mahal: A Love Poem in Marble*
Recommended Reading Age: 13 years

Test Type: *Prose*

Orientation: This is a non-fiction text. It is a description about one of the most famous buildings in the world, the Taj Mahal in India.

Reading Behaviours Observed Prior to Silent Reading

Retelling Indicators to Check for Understanding

Reading Behaviours Observed During Oral Reading

1. Knowledge and skills

2. Strategies

3. Fluency

PM Benchmark

LITERACY ASSESSMENT 2
POST-LEVEL 30 STUDENT RECORD

Name: _____ DOB: _____ Age: _____
School: _____ Class: _____ Date of assessment: _____

Text: *Save the Red Gums*
Recommended Reading Age: 12-13 years

Test Type: *Exposition*

Orientation: This text is an exposition. The narrator uses evidence and emotive language to form a persuasive argument for saving the red gum trees in his local area.

Reading Behaviours Observed Prior to Silent Reading

Retelling Indicators to Check for Understanding

Reading Behaviours Observed During Oral Reading

1. Knowledge and skills

2. Strategies

3. Fluency

Pre-Level 1: *Kitty Cat and the Fish*, Resource 2

Post-Level 30: *The Tyger, The Taj Mahal: A Love Poem in Marble, Save the Red Gums*, Resource 2

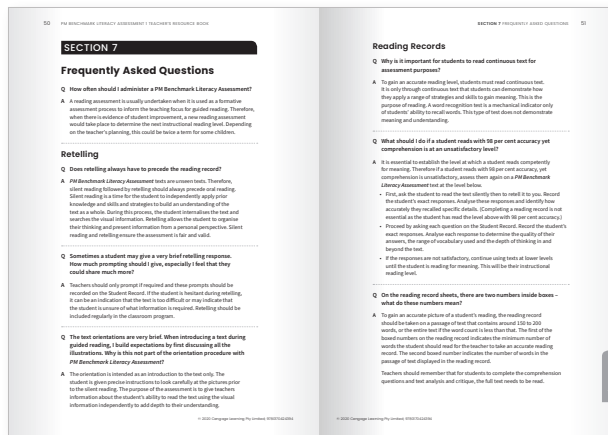
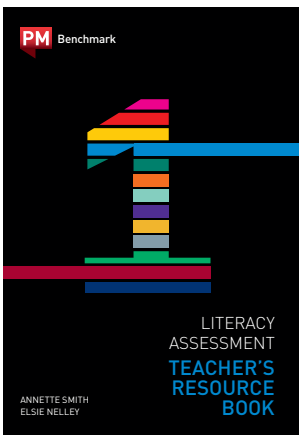


QR CODE ACCESS

Every **Student Record** can be accessed digitally via a QR code on the back of each book or card, making it easy for teachers to print a new record.

TEACHER'S RESOURCE BOOK

The **Teacher's Resource Books** have been designed to enable teachers to work within best-practice research for undertaking benchmark assessments. They include step-by-step instructions for using the complete resource along with an extensive Frequently Asked Questions section compiled through research with teachers from around the world. The **Teacher's Resource Book** from Resource 2 book also includes an expanded Recommendations for Future Development section, designed to assist teachers in planning programs that explicitly target individual student needs.

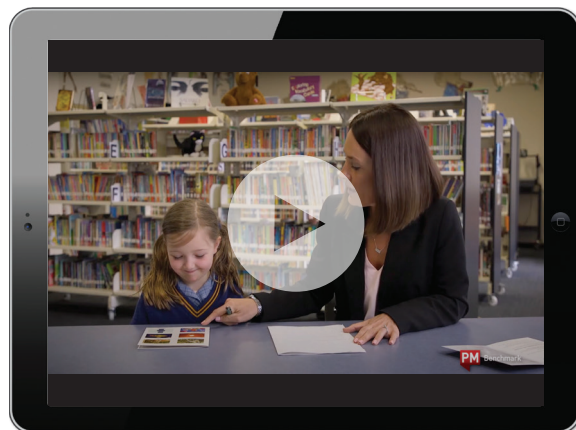


PM Benchmark Literacy Assessment Teacher's Resource Book 1

ONLINE RESOURCES

Teachers can access a suite of online resources, including training videos and examples of completed Student Records.

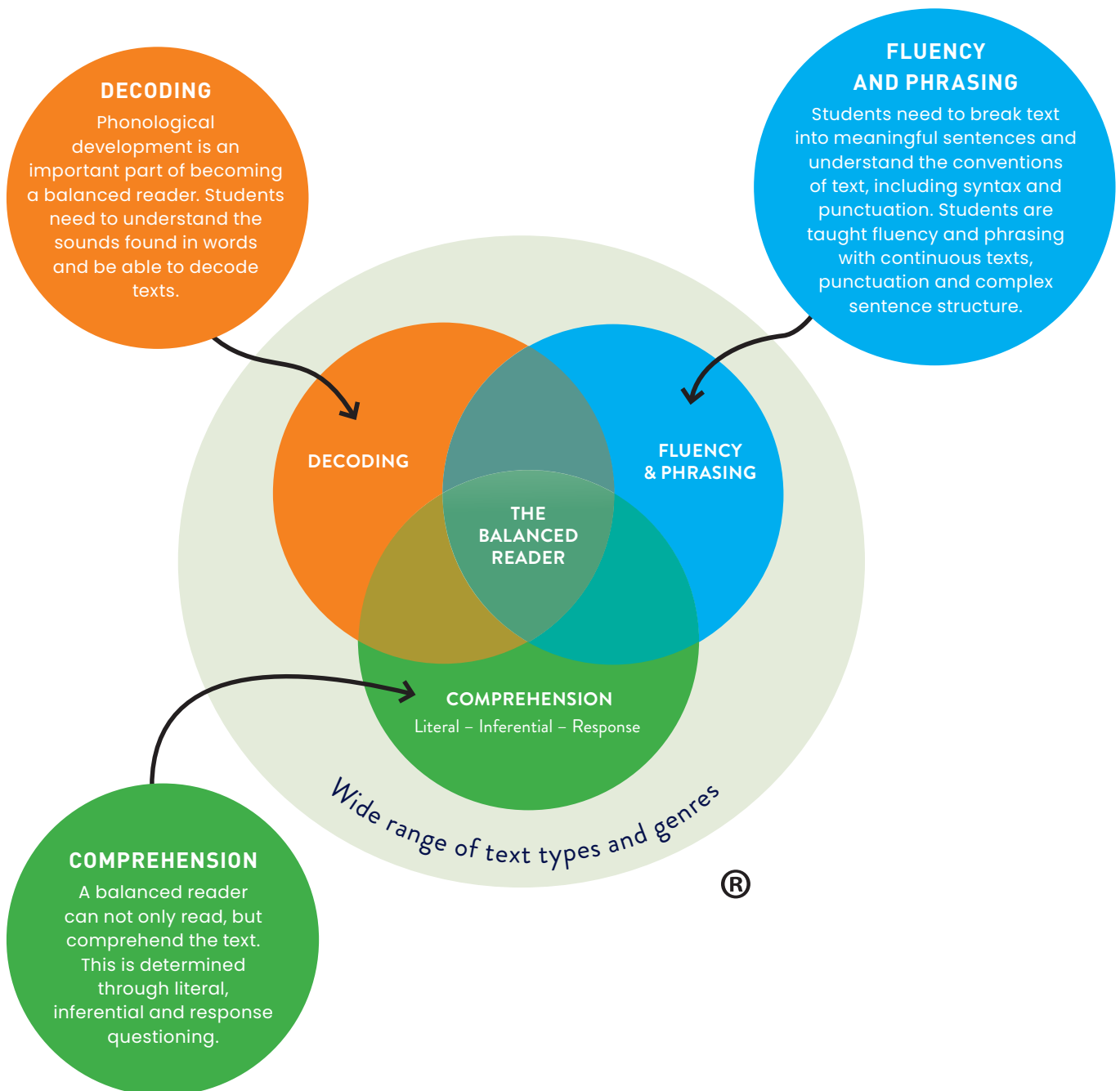
The training videos show models for administering Pre-Level 1, Levels 1–30 and Post-Level 30 reading assessments.



THE PM BENCHMARK LITERACY ASSESSMENT AND THE BALANCED READER

A thorough and rigorous literacy assessment gives teachers the power to make informed decisions about their students' reading development. The **PM Benchmark Literacy Assessment** assists teachers in ensuring that all students become successful Balanced Readers – readers that can accurately decode text, read with fluency and phrasing, and fully comprehend the text they are reading.

The **PM** series enables teachers to ensure students become balanced readers by guiding them through 30 incremental levels.



GUIDED READING INSTRUCTION AND THE PM LEVELLED TEXTS

Guided reading instruction, using meticulously levelled texts, is a research-informed approach to assist students in becoming successful Balanced Readers. By using the **PM Benchmark Literacy Assessment** resources and the PM Collection of levelled texts, teachers can be confident that the 'right book' is in the hands of the reader.

PM LEVELLING CRITERIA



Vocabulary and high-frequency words



Word count



Print and layout



Punctuation



Text type



Sentence structure



Print concepts



Illustration/
text match



Recurring characters



PROFESSIONAL DEVELOPMENT OPPORTUNITIES

We are pleased to offer comprehensive Professional Development training packages covering assessment to inform literacy teaching, understanding levelled texts and guided reading, putting a literacy block together and much more!

Register your interest by emailing support@kookaburra.com.au or visiting kookaburra.com.au