R.B.T
Reading Benchmark Test

مخطط مستويات القراءة - اللغة العربية للناطقين بغيرها

Arabic as an additional language reading level scheme

What is Reading Benchmark Test?

R.B.T-is an online Benchmark Test for reading levels based on International Reading standards.

R.B.T-is the only measurable assessment to stand the students at the right Reading levels and measure their progress over time.
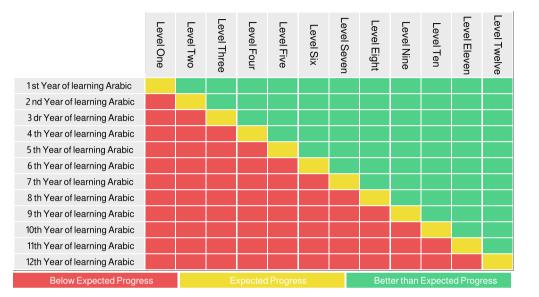
The percentage of the questions for each level based on the reading standards

	Level One Standard	Level Two Standard	Level Three Standard	Level Four Standard	Level Five Standard	Level Six Standard	Level Seven Standard	Level Eight Standard	Level Nine Standard	Level Ten Standard	Level Eleven Standard	Level Twelve Standard
Level One Assessment	60%	30%	10%									
Level Two Assessment	20%	40%	30%	10%								
Level Three Assessment	20%	20%	20%	30%	10%							
Level Four Assessment		20%	20%	20%	30%	10%						
Level Five Assessment			20%	20%	20%	30%	10%					
Level Six Assessment				20%	20%	20%	30%	10%				
Level Seven Assessment					20%	20%	20%	30%	10%			
Level Eight Assessment						20%	20%	20%	30%	10%		
Level Nine Assessment							20%	20%	20%	30%	10%	
Level Ten Assessment								20%	20%	20%	30%	10%
Level Eleven Assessment									20%	20%	20%	40%
Level Twelve Assessment										20%	20%	60%

A policy to show the transition between levels

0 - 21	22 - 40	41 - 68	69 - 91	92 - 100
In this assessment, the student has achieved well below the expected standard. For the next assessment, the student will need to move back two levels	In this assessment, the student has achieved below the expected standard. For the next assessment, the student will need to moje back one level.	In this assessment, the student has achieved the expected standard. For the next assessment, the student will remain at the same level.	In this assessment, the student has achieved above the expected standard. For the next assessment, the student will need to move up one level.	In this assessment the student has achieved well above the expected standard For the next assessment, the student will need to move up two levels

Attainment and Progress Ranges

The Expectations Reading Level - Reading attainment

	Level One	Level Two	Level Three	Level Four	Level Five	Level Six	Level Seven	Level Eight	Level Nine	Level Ten	Level Eleven	Level Twelve
1st Year of learning Arabic												
2 nd Year of learning Arabic												
3 dr Year of learning Arabic												
4 th Year of learning Arabic												
5 th Year of learning Arabic												
6 th Year of learning Arabic												
7 th Year of learning Arabic												
8 th Year of learning Arabic												
9 th Year of learning Arabic												
10th Year of learning Arabic												
11th Year of learning Arabic												
12th Year of learning Arabic												

Below Expected Progress | Expected Progress | Better than Expected Progress

Current Reading Level Vs Transition Level - Reading Progress

Current Reading \ Transition Level	Level One	Level Two	Level Three	Level Four	Level Five	Level Six	Level Seven	Level Eight	Level Nine	Level Ten	Level Eleven	Level Twelve
Level One												
Level Two												
Level Three												
Level Four												
Level Five												
Level Six												
Level Seven												
Level Eight												
Level Nine												
Level Ten												
Level Eleven												
Level Twelve												

Below Expected Progress | Expected Progress | Better than Expected Progress

Level One reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
The reader can recognize Alphabet letters with long or short vowels and recognize all letters of the · .alphabet in their different forms and placements in words and Tanween	✓		
The reader can sometimes recognize some common words or often used phrases presented within a · .supporting context like the greetings	✓		
The reader can sometimes recognize some common words or often used phrases presented within a · .supporting context like the colours	✓		
The reader can sometimes recognize some common words or often used phrases presented within a · .supporting context like the feelings		✓	
The reader can sometimes recognize some common words or often used phrases presented within a · .supporting context like the numbers	✓		
The reader can sometimes recognize some common words or often used phrases presented within a · .supporting context like the shapes			✓
The reader can sometimes recognize some common words or often used phrases presented within a · .supporting context like family	✓		
The reader can sometimes recognize some common words or often used phrases presented within a · .supporting context like body parts	✓		
The reader can sometimes recognize some common words or often used phrases presented within a · .supporting context like food, Vegetables and fruits	✓		
The reader can sometimes recognize some common words or often used phrases presented within a · .supporting context like jobs	✓		
· The reader can sometimes recognize some common words or often used phrases presented within a supporting context like days of the week with the study subjects.	✓		

Level Tow reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
The reader can recognize all letters of the alphabet in their different forms and placements in words with · .`Analysis or syntax of words and open Ta` and close Ta	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages for example the months and the four seasons	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages about the five senses		✓	
The reader can recognize several words and expressions within context, including words borrowed from · .other languages about my clothes	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages about me and my family	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages about me and my friends	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages like Demonstrative Pronouns	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages about my school	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages about my house	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages like the transports	✓		
· The reader can recognize several words and expressions within context, including words borrowed from other languages like the pronouns.	✓		

Level Three reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
The reader can easily and almost fully understand keywords and words borrowed from foreign · .languages, as well as memorized expressions in several simple and short texts with a clear context	✓		
The reader can understand simple and predictable words, phrases, and sentences, in short, using · .words he or she learned previously such as trains' schedules, road maps, and traffic signs	✓		
The reader can understand simple and predictable words, phrases, and sentences, in short, using · .words he or she learned previously such as the Conjunctions	✓		
The reader can understand simple and predictable words, phrases, and sentences, in short, using · .words he or she learned previously such sun and moon letters	✓		
The reader can understand simple and predictable words, phrases, and sentences, in short, using · .words he or she learned previously such as Contrast and tandem		✓	
The reader can recognize several words and expressions within context, including words borrowed from · .other languages like the common verbs	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages like elements of the story		✓	
The reader can recognize several words and expressions within context, including words borrowed from · .other languages like WH questions	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages like Commands and prohibitions	✓		
The reader can recognize several words and expressions within context, including words borrowed from · .other languages like classifies verbs with the pronouns	✓		
· The reader can recognize several words and expressions within context, including words borrowed from other languages like the Exclamation style.		✓	

Level Four reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
The reader can understand some information, in short, cohesive texts that address limited personal and · .social issues like a daily routine	✓		
The reader can understand some information, in short, cohesive texts that address limited personal and · .social issues like the weather forecast	✓		
The reader can recognize some common words or often used phrases presented within a supporting · .context like booking the hotel		✓	
The reader can recognize some common words or often used phrases presented within a supporting · .context like Masculine and feminization	✓		
The reader can recognize some common words or often used phrases presented within a supporting · .context like Forbidding style	✓		
The reader can recognize some common words or often used phrases presented within a supporting · .context like Prepositions	✓		
The reader can recognize some common words or often used phrases presented within a supporting · .context like Superlative		✓	
The reader can recognize some common words or often used phrases presented within a supporting · .context like the adjectives	✓		
The reader can recognize some common words or often used phrases presented within a supporting · .context like the world countries	✓		
The reader can recognize some common words or often used phrases presented within a supporting · .context like social media	✓		
· The reader can recognize some common words or often used phrases presented within a supporting context like accept or refuse the invitations.		✓	

Level Five reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
The reader can understand simple personal questions, such as those found in surveys, or for online · .website registration		✓	
.The reader can understand the information found in various invitations to different occasions ·	✓		
· The reader can understand the information found in a commercial advertisement or .a tourist pamphlet/guide	✓		
.The reader can understand key information in menus ·	✓		
.The reader can understand what is posted in forums on familiar topics ·	✓		
.The reader can understand the contents of postcards from friends ·	✓		
The reader can understand the basic information found in personal messages exchanged on social · .media sites	✓		
.The reader can understand key information found in an interview with a celebrity ·			✓
.The reader can identify some events in a narrative text or a simple short story ·	✓		
· The reader can identify some descriptions in short texts about a person, a place, or .a thing	✓		
· The reader can identify some descriptions in the short text like a description of tourist places.	✓		

Level Six reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
.The reader can understand texts about a summer trip or a work-related event ·	✔		
The reader can understand written descriptions on postcards received from a friend about a family · .vacation	✔		
· The reader can understand instructions to use the ATM machine.	✔		
.The reader can understand the news in the papers related to a public social event ·	✔		
.The reader can understand most events in narrative texts or short stories ·	✔		
.The reader can understand most information found in publications about tourist attractions ·	✔		
The reader can understand key information about Needs and wishes ·	✔		
.The reader can understand written descriptions of Currencies ·		✔	
· The reader can understand written descriptions of commercial and economic.	✔		

Level Seven reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
The reader can completely and confidently understand short non-complex texts and provides basic · .information about a variety of topics and social figures	✓		
.The reader can understand instructions for online shopping ·	✓		
· The reader can follow simple instructions to conduct a science experiment in class.	✓		
.The reader can understand a brief summary of the achievements of a historical figure ·	✓		
.The reader can understand a brief summary of the others ·	✓		
· The reader can understand all ideas in a text describing a scientific discovery or .a historical event or a sporting event	✓		
· The reader can understand a brief summary of some small businesses.		✓	

Level Eight reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
The reader can find and use the information for practical purposes such as reading about a certain · event and deciding whether to attend or not.	✓		
The reader can understand a blog about travel and use the information to plan a trip ·	✓		
· The reader can understand the rules related to absenteeism and sick leave.	✓		
The reader can compare information about different restaurants and choose the most suitable one ·	✓		
The reader can compare various extra-curricular activities and chooses those that match their own · interests.	✓		
· The reader can understand the main idea and details in the government job descriptions.	✓		
· The reader can understand an article about changes caused by technology over the past twenty years.	✓		
· The reader can follow written instructions, such as directions and steps to prepare certain dishes (recipe).	✓		

Level Nine reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
.The reader can understand the main idea and details of various stories and biographies ·	✔		
.The reader can understand the different elements in stories ·	✔		
· The reader can understand short online biographies.	✔		
.The reader can understand news reports on local activities or events ·	✔		
.The reader can understand details in a police report on a recent crime ·		✔	
· The reader can understand details in articles about sports or cultural events.	✔		
· The reader can understand the details of a message explaining someone's absence from an important meeting.	✔		
· The reader can understand detailed descriptions of a training or voluntary experience.		✔	

Level Ten reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
.The reader can fluently read various texts in Arabic ·	✅		
.The reader can deduce the meaning from textual and non-textual guides ·	✅		
· The reader can understand texts addressed to specific audiences, in different fields.	✅		
.The reader can understand the main idea and details supporting authentic narrative or descriptive texts ·	✅		
The reader can demonstrate the ability to read a new article for him, and understand the order of speech · in a sentence, and the sequence of elements applied in time.	✅		
· The reader can understand information conveyed in simple, expected texts with weak correlation, and its understanding is based on contextual clues.		✅	
· The reader can extract information contained in weather forecasts, advertisements or bills, Quite easily.	✅		

Level Eleven reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
· The reader can fluently read texts of different length and complexity.	✅		
· The reader can understand the main ideas in various texts.	✅		
· The reader can understand the inferred and implicit information, as well as the tone and point of view, and can follow largely convincing discussions.	✅		
· The reader can appreciate the richness of the written text, containing the few common vocabulary and rhetorical structures.	✅		
· The reader can understand the intended reader from some metaphors.	✅		
· The reader can predict the information in the text by recognizing the keywords, borrowed, and contextual phrases.	✅		

Level Eleven reading assessment standards

The standards and how it impacts student reading progress	High impactful	Medium impactful	Low Impactful
.The reader can read different texts fluently ·	✔		
The reader can understand texts that use precise and specialized vocabulary and complex structures, · characterized by dialectical debates and arguments in support of arguments, assumptions, and the use .of abstract language formulation as contained in academic and professional readings	✔		
· The reader can learn analytic and deductive texts and become aware of the aesthetic qualities of language and its literary methods, including cultural references and assumptions.	✔		
.The reader can understand a wide range of literary genres ·	✔		
· The reader can understand narrative and descriptive texts such as detailed descriptions of people, places and things, and narration about events in the past, present and future.	✔		