

## The Contest

Tom and Laura sat on the steps in front of their house on a hot day. They were bored but didn't know what to do.

"Let's go to the park this afternoon!" Laura said. Tom thought it was too hot. So he did not want to go to the park.

Laura was unhappy. *Why isn't summertime fun?* she wondered. *Summertime should be lots of fun.*

Then Tom and Laura saw Robert walking down the street. He picked something up off the sidewalk and placed it in a trash bag. He took a notepad out of his pocket and wrote a note. "What are you doing?" Laura asked Robert.

"It's the Great Cleanup Contest," Robert said. "The team that collects the most trash wins a trip to the water park!"

Tom and Laura did not like picking up trash, but they sure loved water parks. "Count us in!" they said.

It was a long, hot, sticky day. Robert, Laura, and Tom picked up more trash than anyone else. Because they worked hard, they had fun at the water park the next day.

100

181

Name/Date \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

**1. MONITOR ORAL READING FLUENCY**

To monitor student progress, use two copies of the passage, one for you and one for the student. On your copy of the passage, record the student’s oral reading behaviors and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

**INTRODUCE THE PASSAGE**

Say: *In this story, “The Contest,” Tom and Laura don’t know what to do. Read aloud to find out how they get to spend a day at a water park with their friend Robert. You may begin now.*

**RATE** Use the student’s oral reading time to circle the Words Per Minute (WPM) range. After the assessment, determine and record the student’s exact WPM.

181 (Total Words Read) ÷ \_\_\_\_\_ total seconds = \_\_\_\_\_ × 60 = \_\_\_\_\_ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:40 or more	3:39–2:36	2:35–1:49	1:48 or less
WPM	49 or fewer	50–69	70–100	101 or more

**ACCURACY** Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT				4 ADVANCED	
Number of Miscues	12 or more	10–11	9	7–8	5–6	3–4	1–2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

If the student’s percent of accuracy or rate is below the instructional range, reassess with a lower-level passage to determine an instructional reading level.

**Check one:** \_\_\_\_\_ Expression and phrasing are appropriate.  
 \_\_\_\_\_ Expression and phrasing need attention.

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**2. MONITOR COMPREHENSION**

Circle the descriptors that best reflect the student’s responses. Possible Independent responses for Sections 2 and 3 are provided. Accept other appropriate responses. The student may use the passage when responding.

**RETELL Character and Setting** Say: *Where are the characters at the beginning of this story?* (Possible response: *on the steps in front of their house*) *Who are the characters in this story?* (Tom, Laura, Robert) *Tell me what you know about these characters.* (Possible responses: *Tom thinks it’s too hot to go to the park. Laura is unhappy. Robert tells them about the contest.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Setting and Character	Does not identify the setting or characters, or does not respond	Gives a partially correct response, such as identifies the setting and 1 character; may misinterpret information	Identifies the setting; names and provides a detail about each character	Identifies the setting; names and provides details about each character using specific vocabulary from the story

**RETELL Important Events/Plot** Say: *Start at the beginning and tell me what happens in this story.* (Possible response: *Beginning: Tom and Laura are bored one hot summer day. Middle: Their friend Robert comes along and tells them about the Great Cleanup Contest. End: Tom, Laura, and Robert work together to win the contest. They pick up the most trash and win a trip to a water park.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Important Events/Plot	Does not identify plot events or does not respond	Gives a partially correct response, such as identifies middle and end plot events; may misinterpret events	Identifies plot events from the beginning, middle, and end of the story	Identifies plot events from the beginning, middle, and end of the story including details and specific vocabulary

**3. IN-DEPTH PROGRESS MONITORING**

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

**COMPREHENSION Cause and Effect**

- Say: *Why doesn’t Tom want to go to the park?* (Possible response: *He thinks it’s too hot outside.*)
- Say: *What do the friends get to do because they won the contest?* (Possible response: *They get to go to a water park the next day.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 cause-and-effect relationships	Identifies 2 cause-and-effect relationships using specific vocabulary from the story

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**VOCABULARY Compound Words**

- Point to the word *summertime* in the third paragraph. Say: **This word is summertime. Which two words make up this word?** (*summer, time*) **What does the word summertime mean?** (Possible response: *the time of year when it is summer*)
- Point to the word *notepad* in the fourth paragraph. Say: **This word is notepad. Which two words make up this word?** (*note, pad*) **What does the word notepad mean?** (Possible response: *a pad of paper on which to write*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compound Words	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as the intended meaning of 1 word	Gives the intended meaning of each word and identifies the 2 words in each compound word	Gives the intended meaning of each word including details and identifies the 2 words in each compound word

- End the conference.

**WORD READING Compound Words** Return to the Record of Oral Reading to determine whether the student read these words correctly: *cleanup, afternoon, something, sidewalk*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compound Words	Does not read any words accurately or omits them	Reads 1–3 of 4 words accurately	Reads all 4 words accurately	Reads all 4 words accurately and automatically