

The Spelling Bee

It was past the midway point in the class spelling bee, and only Jim and Carl remained in the contest. The two boys lived in the same neighborhood and were best friends. Each one really wanted to win.

Mr. Jones, the teacher, said, "Jim, please spell *misbehave*." After Jim spelled the word correctly, Mr. Jones asked Carl to spell the word *prejudge*. Carl spelled it correctly, so Mr. Jones asked Jim to spell the word *disbelief*.

Jim wore a puzzled look on his face because he was unsure of the spelling. He closed his eyes and said, "*D-I-S-B-E-L-E-I-F*."

Mr. Jones shook his head and announced, "I'm sorry, Jim, but that is incorrect. Carl, if you can spell *disbelief* correctly, you will be our winner."

All eyes were on Carl as he took a deep breath and slowly spelled, "*D-I-S-B-E-L-I-E-F*."

"That's correct," Mr. Jones said. "That means you are our winner!"

As the class clapped and cheered, Carl went over to Jim, who looked a little sad. Carl said, "I hope you're not mad at me."

Jim smiled and replied, "I'm not mad at you, Carl. I could never be mad at you just because of a contest."

"Then we're still best friends?" Carl asked, to which Jim replied with a laugh, "What do *you* think?!"

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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 Spelling Bee," Jim and Carl are in a spelling contest. Read aloud to find out who wins and if Jim and Carl stay friends. 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.

215 (Total Words Read) ÷ _____ total seconds = _____ × 60 = _____ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:21 or more	3:20–2:33	2:32–1:52	1:51 or less
WPM	64 or fewer	65–84	85–115	116 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	8–9	6–7	4–5	1–3	0
Percent of Accuracy	94 or less	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.

Name/Date _____

Teacher/Grade _____

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/Setting Say: *What is the setting of the story?* (Possible response: *in a school or classroom.*) *Who are the characters in this story?* (Possible response: *Jim, Carl, and Mr. Jones*)

Tell me about these characters. (Possible responses: *Jim and Carl are best friends. Each one wants to win. Mr. Jones is their teacher.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Character/Setting	Does not identify characters or setting, 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 Plot Say: *Tell me what happens at the beginning, in the middle, and at the end of the story.*

(Possible responses: *Beginning: Jim and Carl are the only two students left in the spelling bee.*

They are best friends. Middle: Each boy spells the word "disbelief." Jim spells it incorrectly. End:

Carl is worried that Jim is mad at him, but Jim tells him that he isn't. They remain best friends.)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: 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

Name/Date _____

Teacher/Grade _____

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 Draw Conclusions

- Say: **Why did Jim look sad at the end of the spelling bee?** (Possible response: *Because he misspelled a word and was disappointed that he lost the contest.*)
- Say: **Are Carl and Jim best friends at the end of the story? Why do you think that?** (Possible response: *Yes; Jim said that he couldn't be mad at Carl because of a contest; they aren't going to let a contest come between them.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Is not able to draw a conclusion or does not respond	Gives a partially correct response, such as draws 1 conclusion; may misinterpret information	Draws a reasonable conclusion using information from the text for each question	Draws a reasonable conclusion using information and specific vocabulary from the text for each question

VOCABULARY Prefixes and Suffixes

- Point to the word *neighborhood* in the first paragraph. Say: **This word is neighborhood. What does neighborhood mean?** (Possible response: *a place where people live near one another*)
- Point to the word *incorrect* in the fourth paragraph. Say: **This is the word incorrect. What does incorrect mean?** (Possible responses: *not correct, not right, wrong*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes/Suffixes	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	Gives the intended meaning with details for each word

- End the conference.

WORD READING Prefixes *mis-*, *dis-*, *pre-*, *mid-* Return to the Record of Oral Reading to determine whether the student read these words correctly: *midway*, *misbehave*, *disbelief*, *prejudge*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes <i>mis-</i> , <i>dis-</i> , <i>pre-</i> , <i>mid-</i>	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