

The Artists

Kate and Tony sat at the edge of the sandy beach, near the foamy, bluish ocean water. They each had a large sheet of paper and many colored pens.

“This is the perfect day to be an artist,” Kate sighed. “It’s sunny and breezy outdoors. There are so many beautiful birds flying overhead. I’m going to draw a perfect picture.”

Tony smiled and said, “I am, too! Let’s make it extra fun by having a race to see who can finish their picture first.”

Kate, giving Tony a funny look, exclaimed, “Artists don’t race! They’re slow workers. They don’t overlook any detail.”

“Well, I’m going to race you anyway,” Tony laughed. “I’ll draw faster than you and be the winner!”

Kate and Tony each began to draw. Kate saw some birds nearby. The sunlight on their wings gave them a golden color. She drew them slowly to get the color just right while Tony drew them rapidly.

Just then, a large wave came onto the beach and soaked the pictures Kate and Tony had drawn.

Kate laughed. Then she said, “Tony, you were right! I guess we should have been racers today after all! We should have raced the waves!”

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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 Artists,” Kate and Tony are at the beach. Read aloud to find out what happens when they try to draw pictures. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:07 or more	3:06–2:23	2:22–1:44	1:43 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	7–9	6	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 responses: *at the edge of a beach; at the ocean*) *Who are the characters in the story?* (Possible response: *Kate and Tony*) *What do you know about these characters?* (Possible responses: *They are drawing pictures. Tony wants to race. Kate wants to work slowly, like an artist.*)

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 1 character and the setting; may misinterpret information	Identifies setting and characters and provides 1 detail about each character	Identifies setting and characters; 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: Kate and Tony are at the beach. They are going to draw pictures. Middle: Tony wants to have a race to see who can finish first. End: A wave comes onto the beach and soaks their pictures. Kate says they should have raced the waves.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Plot	Identifies none of the plot’s events or does not respond	Gives a partially correct response, such as identifies 1–2 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: ***Tony wants to race, but Kate doesn't. Who do you think would draw a better picture? Why?*** (Possible response: *Kate would draw a better picture because she would take her time.*)
- Say: ***Where do you think Kate and Tony will sit the next time they decide to draw pictures at the beach?*** (Possible response: *They will sit farther away from the ocean's edge so the waves don't ruin their pictures.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a conclusion or does not respond	Gives a partially correct response, such as draws 1 of 2 conclusions	Draws a reasonable conclusion using information from the text for each question	Draws a perceptive conclusion using information and specific vocabulary from the story for each question

VOCABULARY Suffixes

- Point to the word *artist* in the second paragraph. Say: ***This word is artist. What does this word mean?*** (Possible responses: *person who creates drawings, paintings, sculptures, or other works of art*)
- Point to the word *bluish* in the first paragraph. Say: ***This word is bluish. What does this word mean?*** (Possible responses: *bluish means "somewhat blue in color"*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes and 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 conference.

WORD READING Suffixes Return to the Record of Oral Reading to determine whether the student read these words correctly: *sandy, bluish, workers, golden.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Suffixes	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