

## A Tadpole Grows Up

It was spring at the pond.

“Todd, where are you?” Mother Toad asked.

“Here I am!” Todd said. He was swimming in the pond, racing his friends.

“I bet I can beat you!” Todd said. He had a tail that helped him swim fast. He was happy.

Sometimes Todd was sad. His mother had legs because she was older. “I wish I had legs,” Todd said.

Soon Todd started to grow legs. Then he lost his tail.

Now Todd can play on land. He hops on his legs. “Today there was rain and my friends ran home. I hopped just like you, Mother!” Todd said. “I hope I can hop all the time!”



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, “A Tadpole Grows Up,” a little tadpole likes to swim. Read aloud to find out what happens one day after he grows legs. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:56 or more	3:55–2:37	2:36–1:33	1:32 or less
WPM	29 or fewer	30–44	45–75	76 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	8 or more	7	6	5	3–4	2	1	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.

Name/Date \_\_\_\_\_

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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 Characters and Setting** Say: *Who are the main characters in this story? (Mother Toad, Todd) Tell me what you know about Todd and his mother. (Possible responses: Mother Toad has legs. Todd can swim fast with his tail.) Where are the characters at the beginning of the story? (Possible response: near a pond)*

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Characters and Setting	Does not identify 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 main character (Mother Toad, Todd)	Identifies the setting; names and provides details about each main character (Mother Toad, Todd) using specific vocabulary from the story

**RETELL Plot** Say: *Start at the beginning and tell me what happens in this story. (Possible responses: Beginning: Todd swims in the pond with his friends. He is happy because he can swim fast. Middle: Sometimes Todd is sad because he wants legs like his mother. End: Todd grows up. His legs grow, and he is happy that he can hop like his mother.)*

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 using specific vocabulary

Name/Date \_\_\_\_\_

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**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 is Todd sad sometimes in the story?** (Possible response: *He wishes he had legs like his mother.*)
- Say: **Why can Todd play on land at the end of the story?** (Possible responses: *He lost his tail and grew legs like his mother.*)

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

**VOCABULARY Antonyms**

- Point to the word *older* in the fifth paragraph. Say: **This word is older. What is a word that means the opposite of older?** (Possible response: *younger*)
- Point to the word *fast* in the fourth paragraph. Say: **This word is fast. What is a word that means the opposite of fast?** (Possible response: *slow*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Antonyms	Gives inaccurate or vague antonyms, or does not respond	Gives a partially correct response, such as an antonym for 1 word	Gives an antonym for each word	Gives an antonym for each word with details

- End the conference.

**WORD READING Short Vowels and Long Vowel Digraphs** Return to the Record of Oral Reading to determine whether the student read these words correctly: *Todd, Toad, bet, beat, ran, rain.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Short Vowels and Long Vowel Digraphs	Does not read any words accurately or omits them	Reads 1–5 of 6 words accurately	Reads all 6 words accurately	Reads all 6 words accurately and automatically