

Babysitting!

“Danny, would you watch your baby sister so I can make some phone calls?” asked Dad.

“Sure, Dad,” Danny said.

Danny didn’t mind taking care of Daisy because she was easy to entertain. She loved to sit in her highchair and drop things on the floor. Usually Danny just picked them up, and then Daisy would clap her hands to play patty-cake.

Today, Danny handed Daisy her toothbrush when she finished her blueberries. She chewed on it for a second, and then she threw it across the room. “I guess her teeth are clean enough,” said Danny.

Next, Danny handed Daisy a toy airplane, and she immediately threw it on the floor and giggled.

Danny gave Daisy toy after toy, but they all landed on the floor. So Danny had to keep picking up the toys.

“What’s going on here?” Dad said from the doorway. He looked around at the mess spread all over the floor.

“I can’t get Daisy to do anything else, Dad,” Danny complained. “She just wants to throw stuff on the floor.”

“Well, you’re teaching your sister an important lesson,” said Dad.

Danny asked, “What’s that?”

“You’re teaching her about gravity!”

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, "Babysitting!" Danny is watching his sister Daisy. Read aloud to find out what Daisy does whenever he hands her something. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:03 or more	3:02–2:28	2:27–1:47	1:46 or less
WPM	64 or fewer	65–79	80–110	111 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	11 or more	9–10	7–8	5–6	3–4	1–2	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: *Danny’s home*)
Who are the characters in this story? (*Danny, Dad, Daisy*) **Tell me what you know about these characters.**
 (Possible responses: *Danny doesn’t mind taking care of his sister. Daisy keeps throwing everything Danny gives her on the floor. Dad is making phone calls.*)

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.*
 (*Beginning: Dad asks Danny to watch his baby sister. Danny agrees. Middle: Danny keeps handing Daisy toys to play with, and she throws them on the floor. End: Dad tells Danny that he’s teaching Daisy an important lesson about gravity.*)

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

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 Sequence

- Say: *Which event happens second: Danny hands Daisy a toy airplane, or Danny hands Daisy a toothbrush?* (Possible response: *Danny hands Daisy a toy airplane.*)
- Say: *What sequence word helps show you which event happens second?* (Possible response: *Next*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify the events in sequence or the sequence word, or does not respond	Gives a partially correct response, such as identifies 1 event in the sequence	Identifies the events in sequence	Identifies the events in sequence and the sequence word using specific vocabulary from the text

Name/Date _____

Teacher/Grade _____

VOCABULARY Compound Words

- Point to the word *highchair* in the third paragraph. Say: **What does the word highchair mean?** (Possible response: *a chair with long legs and a tray that young children sit in when they eat*). **What two words make up this compound word?** (*high, chair*)
- Point to the word *blueberries* in the fourth paragraph. Say: **What does the word blueberries mean?** (Possible response: *small berries that are blue*) **What two words make up this compound word?** (*blue, berries*)

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 words that make up the compound words	Gives the intended meaning with details for each word and identifies the words that make up the compound words

- End the conference.

WORD READING Compound Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *toothbrush, blueberries, airplane, doorway*.

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