Track Meet

Today was the most crucial day of Li's entire life—the big track meet. If his team won, they would bring home the state championship trophy.

At the track, Li spied his best friend, Rico, the star sprinter, stretching against the bleachers. Li noticed that Rico's face was pale and he appeared to be exhausted.

"What's the matter?" Li questioned.

"Remember when I strained my calf muscle at practice yesterday?" Rico began. "I thought the pain was temporary and that I could shake it off, but it hurts even more."

"Can you still run?" Li panicked, imagining the team losing without Rico.   102

"Sure," Rico assured him. However, when he stepped down on his leg, a grimace of pain shot across his face. "Promise me you won't tell Coach. He'll send me straight to the doctor, and I won't be able to compete."

Li nodded, but as they warmed up for the meet with the rest of the team, Li started asking himself if it was right to keep that promise. Rico attempted to hide it, but Li could tell that Rico's leg continued to hurt him. If Li informed the coach, Rico wouldn't be able to run, they'd lose the meet, and Rico would be furious with him.

Li felt dismal, but wanted to do the right thing, so he ran over to the coach and whispered in his ear.

As Rico was carried off the field, he yelled, "You promised you wouldn't tell!"

"It wouldn't be much of a victory if you damaged your leg forever," Li replied.

Rico thought for a moment and then his frown faded. "Thanks for looking out for me."   275

Name/Date _____   Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor fluency and accuracy, 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: **_This passage is titled "Track Meet." Read aloud to find out what Li does when he learns his teammate is injured. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:05 or more	3:04–2:13	2:12–1:43	1:42 or less
WPM	89 or fewer	90–124	125–160	161 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	13 or more	10–12	7–9	5–6	1–4	0
Percent of Accuracy	95 or less	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 this story?*** (Possible response: *at the track at a school*) ***What do you know about the characters in this story?*** (Possible response: *Li and Rico are at a state championship track meet. Li notices that his friend Rico is injured. Rico is the best sprinter and decides he is going to try to run even though he is hurt. He makes Li promise that he won't tell the coach about his injury. Li wants to do the right thing, so he tells the coach that Rico is injured.*)

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 the setting; provides a detail about each main character	Identifies the setting; provides details about each main character using specific vocabulary from the story

RETELL Plot Say: ***What happens at the beginning, in the middle, and at the end of this story?*** (Possible responses: *Beginning: Li is excited because it is the day of the big track meet. Middle: He learns that his best friend Rico is injured, but Rico doesn't want him to tell the coach. End: Li tells the coach about Rico, and Rico agrees that it was the right thing to do.*)

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 1 plot event; 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 Cause and Effect

- Say: **What causes Li to tell the coach about Rico's injury?** (Possible response: *He decides he wants to do the right thing.*)
- Say: **What is an effect of Li telling the coach that Rico is injured?** (Possible responses: *Rico is carried off the field; Rico thanks Li for looking out for him.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Identifies no cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 reasonable cause-and-effect relationships using information from the text	Identifies 2 reasonable cause-and-effect relationships using information and specific vocabulary from the text

VOCABULARY Roots

- Point to the word *temporary* in the fourth paragraph. Say: **What does temporary mean?** (Possible response: *lasting for a short time*) **What is a root for the word temporary?** (Possible response: *tempor, meaning "time"*)
- Point to the word *dismal* in the eighth paragraph. Say: **What does dismal mean?** (Possible responses: *bad; gloomy; depressing; dreary*) **What is a root for the word dismal?** (Possible response: *mal, meaning "bad"*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Roots	Does not identify word 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 1 root and its meaning	Gives the intended meaning of and identifies root for each word, and gives a meaning for each root

- End the conference.

WORD READING Base Words and Endings with Spelling Changes Return to the Record of Oral Reading to determine whether the student read these words correctly: *panicked, imagining, furious, damaged, replied.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Base Words with Endings with Spelling Changes	Does not read any words accurately or omits them	Reads 1–4 of 5 words accurately	Reads all 5 words accurately	Reads all 5 words accurately and automatically