# The Contest

Tom and Laura sat on the steps in front of their house on a hot day. They were bored but didn't know what to do.

"Let's go to the park this afternoon!" Laura said. Tom thought it was too hot. So he did not want to go to the park.

Laura was unhappy. *Why isn't summertime fun?* she wondered. *Summertime should be lots of fun.*

Then Tom and Laura saw Robert walking down the street. He picked something up off the sidewalk and placed it in a trash bag. He took a notepad out of his pocket and wrote a note. "What are you doing?" Laura asked Robert.

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"It's the Great Cleanup Contest," Robert said. "The team that collects the most trash wins a trip to the water park!"

Tom and Laura did not like picking up trash, but they sure loved water parks. "Count us in!" they said.

It was a long, hot, sticky day. Robert, Laura, and Tom picked up more trash than anyone else. Because they worked hard, they had fun at the water park the next day.

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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 Contest," Tom and Laura don't know what to do. Read aloud to find out how they get to spend a day at a water park with their friend Robert. 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.

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

| Rate | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---|---|---|---|---|
| Minutes:Seconds | 3:40 or more | 3:39–2:36 | 2:35–1:49 | 1:48 or less |
| WPM | 49 or fewer | 50–69 | 70–100 | 101 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 | 9 | 7–8 | 5–6 | 3–4 | 1–2 | 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                   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 and Setting** Say: ***Where are the characters at the beginning of this story?*** (Possible response: *on the steps in front of their house*) ***Who are the characters in this story?*** (*Tom, Laura, Robert*) ***Tell me what you know about these characters.*** (Possible responses: *Tom thinks it's too hot to go to the park. Laura is unhappy. Robert tells them about the contest.*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---|---|---|---|---|
| Retell: Setting and Character | Does not identify the 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 character | Identifies the setting; names and provides details about each character using specific vocabulary from the story |

**RETELL Important Events/Plot** Say: ***Start at the beginning and tell me what happens in this story.*** (Possible response: *Beginning: Tom and Laura are bored one hot summer day. Middle: Their friend Robert comes along and tells them about the Great Cleanup Contest. End: Tom, Laura, and Robert work together to win the contest. They pick up the most trash and win a trip to a water park.*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---|---|---|---|---|
| Retell: Important Events/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 Cause and Effect**

- Say: ***Why doesn't Tom want to go to the park?*** (Possible response: *He thinks it's too hot outside.*)
- Say: ***What do the friends get to do because they won the contest?*** (Possible response: *They get to go to a water park the next day.*)

| 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 |

Name/Date _____      Teacher/Grade _____

## VOCABULARY Compound Words

- Point to the word *summertime* in the third paragraph. Say: ***This word is*** summertime. ***Which two words make up this word?*** (*summer, time*) ***What does the word*** summertime ***mean?*** (Possible response: *the time of year when it is summer*)

- Point to the word *notepad* in the fourth paragraph. Say: ***This word is*** notepad. ***Which two words make up this word?*** (*note, pad*) ***What does the word*** notepad ***mean?*** (Possible response: *a pad of paper on which to write*)

| 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 2 words in each compound word | Gives the intended meaning of each word including details and identifies the 2 words in each compound word |

- End the conference.

## WORD READING Compound Words
Return to the Record of Oral Reading to determine whether the student read these words correctly: *cleanup, afternoon, something, sidewalk*.

| 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 |