

The Tryout

Twelve kids stood in line outside the drama club meeting room. They were all very talkative, anxiously chatting about the tryouts for the musical. Noah and Sandy stood near the end of the line. “I can’t wait for my opportunity to try out,” Noah whispered to Sandy. “I’ll take any part I can get. It’d be so terrific to be in it!”

Sandy agreed that it would really be fun. “I’ve always wanted to be in one of the school’s dramatic productions!”

Just then Eddie walked past the line of ambitious students. “Hey, Eddie, why aren’t you in line to try out?” asked Noah.

“Oh, I couldn’t try out,” Eddie replied quietly. “I’d be too embarrassed. I’d never make it, anyway.”

“Are you kidding? You’ve got such an expressive voice—it makes people really feel the music. Everyone loves your voice!” said Sandy. Noah agreed.

“Well, I want to be in the musical, but the thought of trying out terrifies me,” insisted Eddie. “I’m too scared!”

Sandy and Noah looked at each other. “We’ve got to help him,” Sandy whispered.

“Eddie, just stand here with us. Breathe in and out slowly. We’ll be right here with you,” said Noah.

When it was their turn, all three went into the tryout room together. Eddie didn’t have time to get nervous or be afraid. When it was his turn to try out, he sang with such intensity that the sound seemed to bounce off the walls. When Eddie saw the judges smiling, he winked at his friends and gave them the thumbs-up.

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 "The Tryout." Read aloud to find out how two friends help Eddie at tryouts for the school play. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:06 or more	3:05–2:17	2:16–1:45	1:44 or less
WPM	84 or fewer	85–114	115–150	151 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	4–6	1–3	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 responses: *the drama club meeting room in a school and outside the room in the hallway*) ***What do you know about the characters in this story?*** (Possible responses: *Noah and Sandy are trying out for the play. Sandy has always wanted to be in a dramatic production. Eddie is too embarrassed to try out. He is not confident. Sandy and Noah encourage to Eddie to try out. Noah and Sandy go into the audition room with Eddie.*)

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 and provides a detail about each main character	Identifies the setting and 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 this end of this story?*** (Possible responses: *Beginning: Noah and Sandy are waiting outside of the drama club meeting room and hope they get a part in the musical. Middle: Eddie passes by. Noah and Sandy encourage him to try out, but he’s afraid. They help him to stay calm. End: Eddie auditions and gives Noah and Sandy the thumbs-up when he’s done.*)

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 Draw Conclusions

Say: **Tell me two things that happened in the story that make you think Eddie will get a part in the play.**

(Possible responses: *Sandy said that everyone loved Eddie's expressive voice. Eddie sang with intensity. When he was done, the judges were smiling. Eddie gave Sandy and Noah the thumbs-up to let them know he did well.*)

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 a conclusion but does not provide an explanation	Draws 2 reasonable conclusions using information from the story	Draws 2 reasonable conclusions using information and specific vocabulary from the story

VOCABULARY Context Clues

- Point to the word *expressive* in the fifth paragraph. Say: **What does expressive mean?** (*having much feeling*) **What words in the story help you know what expressive means?** (Possible response: *Sandy says that Eddie's voice makes people really feel the music.*)
- Point to the word *intensity* in the last paragraph. Say: **What does intensity mean?** (*having much energy or force*) **What words in the story help you know what intensity means?** (Possible response: *Eddie sang with such intensity that the sound seemed to bounce off the walls.*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Context Clues	Does not identify word meanings or does not respond	Gives a partially correct response, such as the meaning of 1 word or a context clue	Gives the intended meaning of each word and identifies a context clue for one word	Gives the intended meaning of each word and identifies a context clue for each using specific vocabulary and details from the story

- End the conference.

WORD READING Common Syllables -tive, -sive, -ify, -ity Return to the Record of Oral Reading to determine whether the student read these words correctly: *talkative, expressive, terrifies, intensity.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Common Syllables <i>-tive, -sive, -ify, -ity</i>	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.