

## Victory

The sixth-grade basketball league was in full swing, but you wouldn't know it from the expression on Jaime's face. He was the last player drafted by the last team to pick. Jaime's first game was only three days away, and he felt that it was vital that he make a basket. However, it seemed impossible.

"Who can teach me to make a basket in just three days?" Jaime speculated frantically. He attended all the practice scrimmages with the team, but the coach relegated him to the sidelines most of the time. When Jaime did get onto the court, the tempo of the game was so rapid that the team members automatically passed the basketball to players who were already capable of making baskets instead of passing to him.

Jaime's dad attempted to help him, but he wasn't much assistance. Jaime's dad was more than six feet tall and rarely had difficulty making baskets, so he didn't know how to assist Jaime, who was just a little more than five feet.

Jaime was so worried and he felt his attitude sinking like a submarine into the sea. He was inclined to give up but didn't act on his impulse. He could only hope for a miracle.

Then he saw his sister Rochelle aiming baskets at the hoop in their driveway and sinking nine out of ten. Jaime cleared his throat and requested her help. Rochelle was disappointed that he hadn't asked sooner, but she didn't hold a grudge. She sympathized with Jaime's plight and agreed to give him some pointers.

By the time Jaime's team played their first game, Jaime felt confident enough to show his new abilities on the court.

111

280

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 "Victory." Read aloud to see how Jaime tries to improve his basketball skills. 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.

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

| Rate            | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED   |
|-----------------|----------------|-----------------|---------------|--------------|
| Minutes:Seconds | 3:08 or more   | 3:07–2:15       | 2:14–1:45     | 1:44 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           | 8–9           | 5–7 | 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: *on a basketball court; on their driveway*) *What do you know about the characters in this story?* (Possible responses: *Jaime is a sixth grader and is the last player picked by the last team. He wants to learn how to make a basket in just three days. Jaime’s dad tries to help him, but he is so tall that he couldn’t help Jaime. Jaime’s sister, Rochelle, can easily sink the ball into the basket. She agrees to give him some pointers.*)

| Comprehension             | 1 INTERVENTION   | 2 INSTRUCTIONAL  | 3 INDEPENDENT   | 4 ADVANCED  |
|---------------------------|--|--|---|---|
| Retell: Character/Setting | Does not identify characters or the 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: Jaime is the last person drafted by the last basketball team to choose, and he isn’t able to shoot the ball well. He wants to learn how to do it before the first game. Middle: Jaime’s dad tries to help him, but it doesn’t work. End: Jaime’s sister Rochelle can shoot the ball and helps him. Jaime finally learns how to shoot a basket.*)

| 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: **Why was Jaime's sister more helpful than his father?** (Possible response: *Jaime's father was much taller than Jaime, so he didn't have trouble making baskets. Rochelle was probably closer to Jaime's height and could give him helpful pointers because of the similarity.*)
- Say: **What probably happened in Jaime's first game? Why do you think that?** (Possible response: *Jaime probably got an opportunity to play and make a basket. Jaime was feeling more confident in his abilities.*)

| 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 text | Draws 2 reasonable conclusions using information and specific vocabulary from the text |

**VOCABULARY Context Clues**

- Point to the word *tempo* in the second paragraph. Say: **What does tempo mean?** (*how fast or slow something is*) **What words in the passage help you know what tempo means?** (Possible response: *the tempo of the game was so rapid*)
- Point to the word *sympathized* in the fifth paragraph. Say: **What does sympathized mean?** (*to understand how someone feels*) **What words in the passage help you know what sympathized means?** (Possible response: *Rochelle sympathized with Jaime's plight, or unfortunate situation, so she agreed to help him*)

| 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 1 word | Gives the intended meaning of and identifies a context clue for each word using specific vocabulary and details from the passage |

- End the conference.

**WORD READING Latin Roots *temp, clin, pul, mar, vit*** Return to the Record of Oral Reading to determine whether the student read these words correctly: *tempo, inclined, impulse, submarine, vital.*

| Word Reading | 1 INTERVENTION                                   | 2 INSTRUCTIONAL                 | 3 INDEPENDENT                | 4 ADVANCED                                     |
|--------------|--|---------------------------------|------------------------------|--|
| Latin Roots  | 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 |