

# Research, Consultation, & Teaching Program Training Module No. 10



## Portfolio Assessment Using Curriculum-Based Measurement: A Model for Schools

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# INTRODUCTION

There are many ways in which teachers measure the progress of their students throughout a school year. Yearly testing is a traditional procedure in American schools. Teachers also may give end-of-unit tests and final examinations before grades are given. Recently in education we have seen that tests used to evaluate students are not very helpful for teachers in planning or changing a program to benefit students. Often tests are given *after* the teacher has taught a unit or at the end of the school year. Many find that this information is too little, too late. Additionally, the results of these tests are often difficult for parents and students to understand. Teachers, parents, and educators have been asking for different ways to evaluate how well children are progressing in school.

An alternative method of measuring student performance in different subject areas is needed that will clearly tell the teacher about children's learning while instruction is still taking place. Some educators have been developing measures that are understandable to teachers, parents, and students. A number of options have been introduced, among which, the portfolio concept is showing promising outcomes.

The portfolio, as it is used in schools, is simply a folder of student work that reflects abilities in different areas of study. Over the course of an academic year, samples of student work in individual subjects show the improvement a student has made as a result of the teaching provided in classes. If the student is not making sufficient improvements, the teacher can change the instruction during the year, instead of finding out at the end of the year that student has not been improving enough.

The information kept in the portfolio is the measures given to students. The term *measures* describes the actual work we have asked students to complete. This work shows students' performance in various classes. For example, papers of how the student completes math problems, spelling words, writes stories, and reads, are collected and kept

in the portfolio. Scores from the measures are graphed and compared, thereby providing a "snapshot" of student performance. An educational portfolio offers a unique focus on the individual student. Teacher, student, and parent can all see what improvements the student has made over the course of the school year. With the information collected in a portfolio, teachers can check the student's progress over time and also evaluate one student in comparison to classmates of the same age or ability level.

The portfolio is organized by subject area. Students in the resource room may get instruction in reading, spelling, writing, and/or math. Each area is specially arranged to keep portfolio information clear and orderly. The first part of each section explains what procedures are used to give and score the measures in that subject. Following the explanation is a graph of the student's scores. Graphing of scores gives a clear picture of progress over the school year. The final part of each section includes the measures given, the student work, and their scores. These are organized in the order in which they were given to the student.

## *Curriculum-Based Measures*

The measures used to look at student growth for portfolios in the model are known as Curriculum-Based Measures (CBM). Several characteristics of these measures are very useful in schools. As the name implies, they use actual problems, stories, and examples from the classroom curriculum materials used to teach students. By using actual work, teachers can see if students are making improvement in the material that is being taught. Another useful feature of CBM is that the measures take very little time away from instruction. Each measure requires between 1 and 5 minutes for students to finish. Additionally, these measures are scored in a way that is very sensitive to the small increments of progress students make in a short period of time. The benefit of this measurement system is that teachers will know early on to change instruction somehow if student progress is not adequate.

The most unique feature of CBM is that the measures given to students are in *goal materials*. In other words, the materials measure how well the student is progressing toward the curriculum material we are preparing them to do in the future. Because these measures are in goal materials, student scores, when first measured, are fairly low. This is expected because the student has not yet been taught all the necessary skills. Over the course of the school year, teachers will watch student scores carefully. If a student's scores don't improve toward the goal curriculum material, teaching changes can be made to help the student achieve their individual goals.

## *What Do Teachers Do With These Scores?*

Scores from the measures given to students throughout the school year are marked on a graph for each individual student. Graphs provide a picture of student performance. (An explanation of how to read these graphs can be found on page 6. Teachers read the graphs and make decisions about the teaching they are providing for each student in class. With such a concise picture it is easy to see the rate of a student's academic growth. The teacher can look at the scores of an individual student from the beginning of the school year to the current date. In this way, a comparison of students with their own previous performance is available and easy to evaluate.

Teachers can also evaluate an individual's performance in comparison to a standard or criterion. At the beginning of the year the teacher can set a criterion of performance for each student in the classroom. The instruction provided and goals of teaching are designed to help students meet the criterion of performance. In many cases the school or district may have suggested criterion of performance for the students. By measuring the students' performance fairly regularly with Curriculum-Based Measures, the teacher can keep track of progress very accurately.

A final use of these measures for teachers in a district is a normative comparison. The school district measures all elementary students using Curriculum-Based Measures. These measures are given three times during the school year at all grade levels. Teachers

are then able to use the information collected from these measures in several ways. One use of norm information is to help teaching specialists set reasonable goals for students. The teacher can look at the norm information and see what other students from the same ability or grade level in the district were doing on these measures using the same curriculum materials. Another use of the norm information is to help resource teachers keep in touch with classroom student performance. When a student receiving special support services has scores on their measures that are close the classroom scores, the teacher can begin to consider a program change for that child.

## *Portfolio Organization*

This training module is an example of how classroom-based assessment portfolio measures are structured into a notebook. It is organized the same way as we would recommend teachers organize student portfolios with a section for each subject area in which the teacher is monitoring student progress: reading—using oral reading fluency and oral retell measures; written expression—using story starters; spelling—using dictation of word lists; and math—using computation probes.

The portfolio is specially arranged to keep information clear and orderly. The first page of each section describes the procedures used to administer and score the measures in a subject area. It may be of use when explaining the measures, scores, and graphs to parents and teachers. Teachers may duplicate these pages for each subject area and use them for student portfolios. This provides a helpful guide for teachers and parents describing (a) the types of skills included in each subject area measure, (b) the conditions under which students are given the measure ( e.g. timing, directions), (c) how each measure is scored, and (d) what information from each measure is reported on the graph.

A sample copy of each measure, including student work, is located under each set of descriptions. This example measure illustrates what the student is asked to complete using the conditions, scoring, and graphing described above it.

Also included on this page, are samples a graphs of actual student performance. Graphing of scores gives a clear picture of progress over the school year. These example graphs should be interpreted as described earlier in this training module. If questions arise regarding how specific date, points, or lines should be interpreted, refer to “How to Read a Graph Using Curriculum-Based Measures,” on the following page.

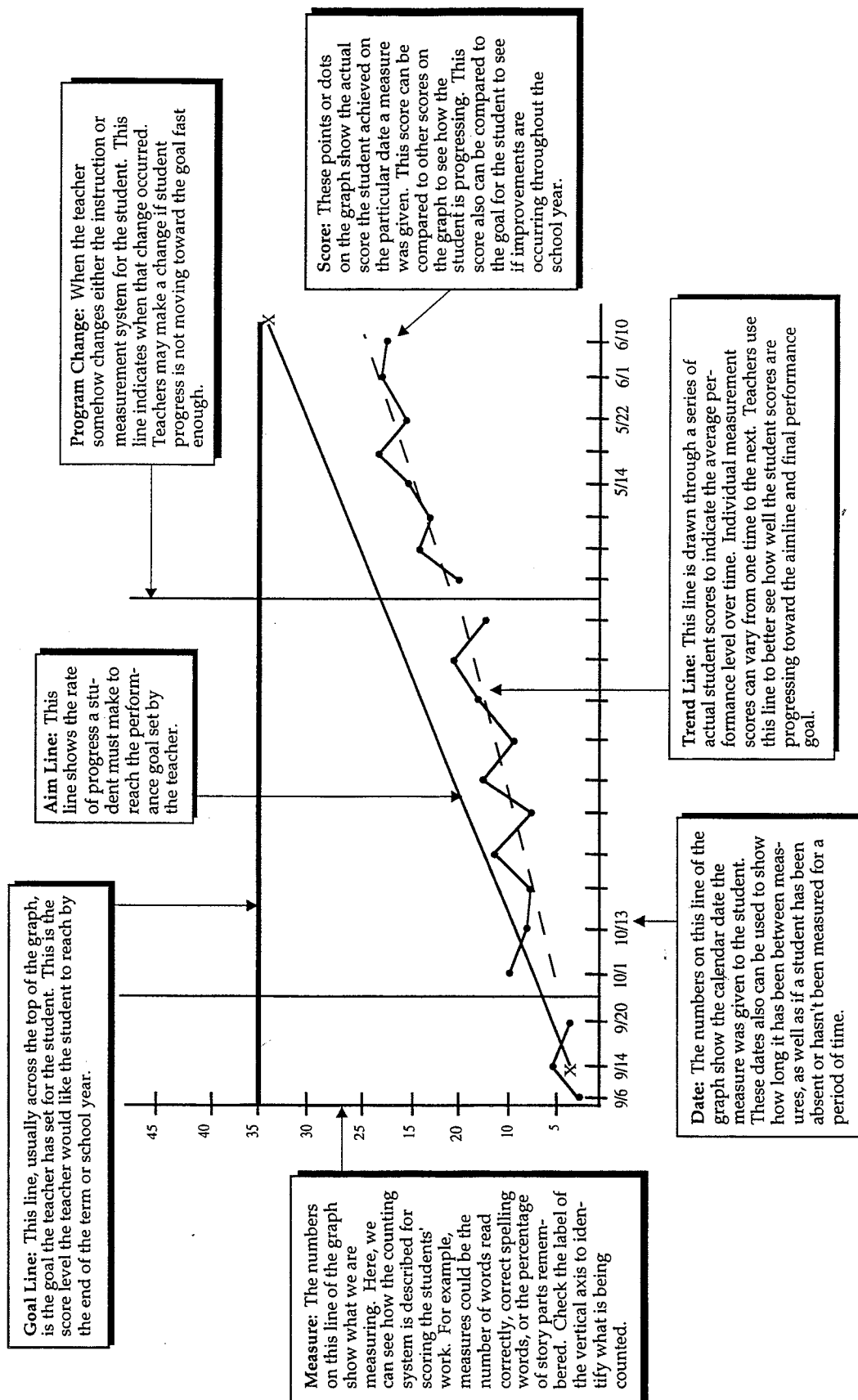
Following the explanation page, each subject area section contains actual student measures including:

- the measures given to the student.
- student responses, written work or oral responses.
- scoring marks and the actual score the student received on each measure.

Each page of measures is organized chronologically, according to the date in which they were administered to the student. The reader can actually see the example student’s progress in reading, writing, spelling, and math when reviewing these pages in this example portfolio.



# HOW TO READ A GRAPH USING CURRICULUM-BASED MEASURES



# *Oral Reading Fluency*

# ORAL READING FLUENCY

## WHAT IS INCLUDED IN THE MEASURE:

Student read out loud a variety of stories from goal level material. Each time the students are measured, they read a different passage.

## HOW THE MEASURE IS GIVEN:

The student reads to a teacher for one minute. The teacher listens and keeps track of mistakes as the student reads. If the student comes to a word they can not read, the teacher tells them the word. This is done so that students do not spend the whole minute trying to read one word.

## HOW THE MEASURE IS SCORED:

The student is given one point for every word read correctly in the one minute time period. Certain mistakes are counted as errors and subtracted from the total number of words read.

## WHAT IS SHOWN ON THE GRAPH:

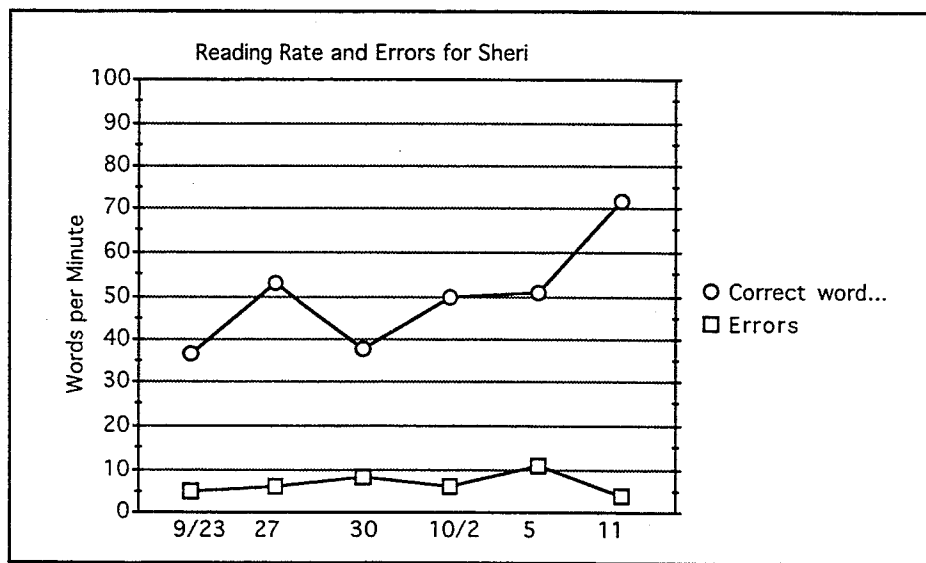
The score on a student's graph is the *Number of Words Read Correctly per Minute*. This is obtained by subtracting the error words from the total number of words read in the one minute time period.

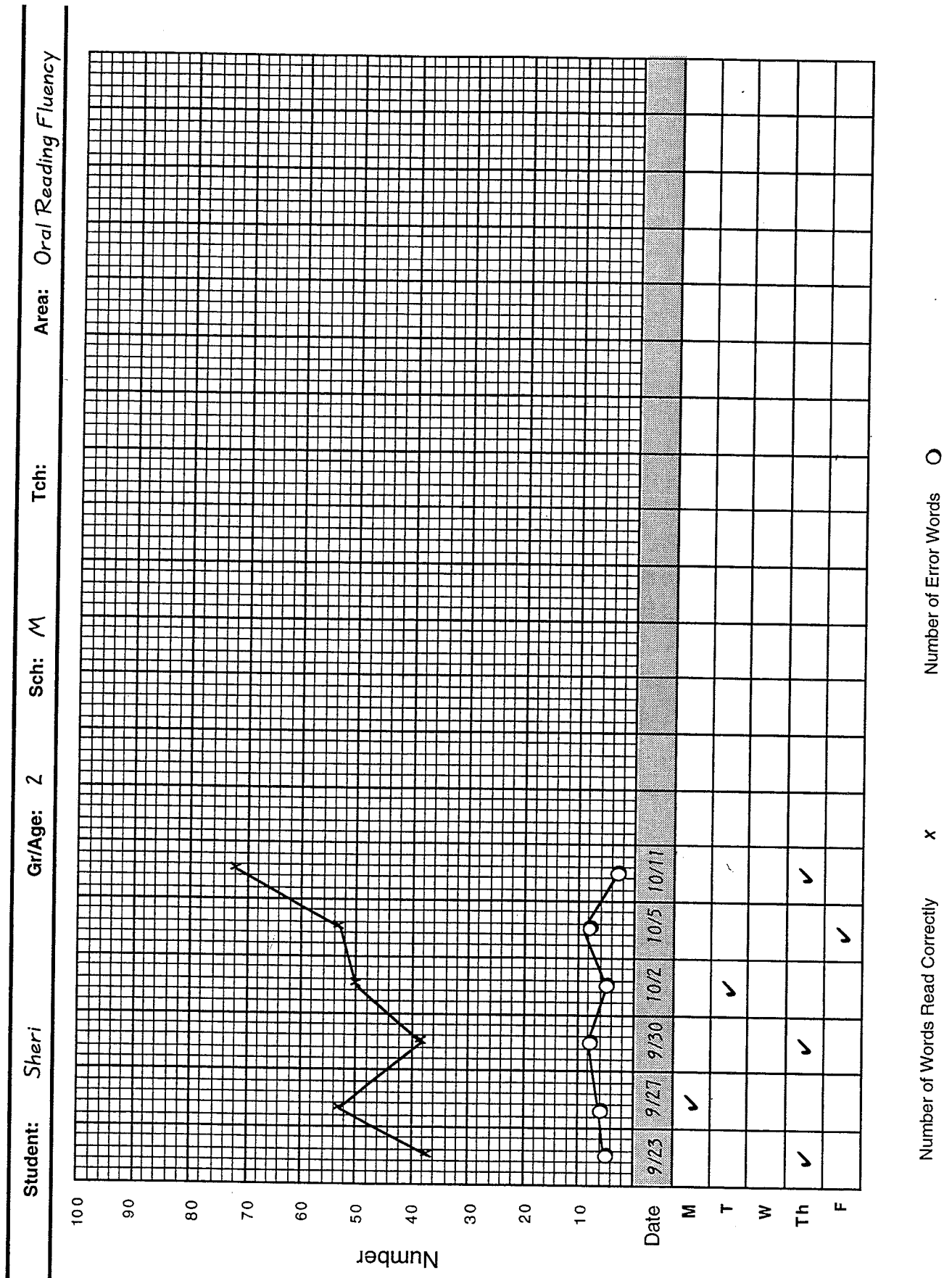
A teacher may also keep track of the number of errors a student makes. This too can be shown on the graph.

### Scribner Level 4

At least once each summer we kids went off on a hike,	12
but never without strong opposition from Mama. When it	21
came to the open road, Mama had a closed mind.	31
Her method of discouraging us from venturing into the	40
unknown was to make the entire project appear ridiculous:	49
"You're going on a what?"	54
"We're going on a hike."	59
"What's a hike?" Mama would ask.	65
When we started to explain it, the whole idea did in fact	77
become ridiculous.	79

$$\begin{array}{r} 59 \\ - 10 \\ \hline 49 \end{array}$$





Student Name Sheri Date 9/23/91  
 Words Read Correctly 37 Errors 5

Long years ago, at the edge of a small ~~mountain~~ 10  
~~village~~ in the snow ~~country~~ of Japan, there lived an old man 22  
 and his wife. They had little in this ~~world~~ that they could 34  
 call their own, but they were happy in ] their life together. 45

Now one winter morning the old man set out for 55  
 the village, with a bundle of firewood fastened to his back. 66  
 It was bitter cold. He knew he would have little trouble 77  
 selling the wood. Then with the money, he would buy 87  
 some food so that he and his wife could have a good supper. 100

As the old man trudged through the falling snow, 109  
 he was suddenly aware of a fluttering sound, and a pitiful 120  
 cry of Koh, Koh. Turning from the path to investigate, he 131  
 came upon a great crane frantically trying to free herself 141  
 from a trap. 144

The old man's heart was touched with pity for the 154  
 magnificent bird. While he tried to soothe the crane with 164  
 tender words, his hands released the cruel spring of the 174  
 trap. At once the crane flew up, joyfully calling Koh Koh, 185  
 and disappeared into the snowy sky. 191

With a lighter step the old man went on through 201  
 the snow. When he had sold his wood he returned once 212  
 more to his humble house. As his old wife busied herself 223  
 with preparing supper, he told her about rescuing the crane. 233

Student Name Sheri Date 9/27/91  
 Words Read Correctly 53 Errors 6

Morning. Katie John ~~opened~~ her eyes and looked 8  
 at the ~~strange~~ room. Yes, they were here, all right. She 19  
 pulled on her ~~blouse~~ and shorts and ran out of the house. 31  
 Did it really look as ~~horrible~~ as it had when they ~~arrived~~ last 44  
 night? 45  
 Oh, worse. Katie John ~~groaned~~. It was nothing but an 55  
 ugly old brick house ], squatting in the sunlight. Square as a 66  
 box, flat roof, not even a bit of ivy on the walls to soften the 81  
 sharp corners. It was three stories high, and little hooded 91  
 windows rimmed the top of the house, like beady eyes. 101  
 The ugly box was glaring at her. 108  
 "So, hah!" Katie John glared back. 114  
 Using all her fingers, Katie made a ferocious face at 124  
 the house. She stretched her eyes and mouth down, shoved 134  
 her nose up, and crossed her eyes. 141  
 "Gaaaah, you old house!" 145  
 When Mother had first told her about the house in 155  
 Missouri, Katie had comforted herself that it might be a 165  
 beautiful old southern mansion, with huge white pillars on 174  
 the porch. Well, the house was old, and it had a porch, but 187  
 the posts were spindly and dirty gray. 194

Student Name Sheri Date 9/30/91  
 Words Read Correctly 38 Errors 8

At <del>least once</del> each summer we kids went <del>off</del> on a hike, but	13
never without strong <del>opposition</del> from Mama. When it came to the	24
open road, Mama had a closed mind.	31
Her <del>method</del> of <del>discouraging</del> us from <del>venturing</del> into the	40
unknown was to make the <del>entire</del> project appear ridiculous:	49
"You're going on a what?"	54
"We're going on a hike."	59
"What's a hike?" Mama would ask.	65
When we started to explain it, the whole idea did in	76
fact become ridiculous.	79
"We go walking, Ma."	83
"Walking? For that you have to leave home?"	91
"What's the matter with walking right here? You walk;	100
I'll watch."	102
"You don't understand, Ma. We take lunch along."	110
"I'll give you lunch here, and you can march right around	121
the table," and she would start singing a march, clapping her	132
hands rhythmically.	134
"Ma, we climb mountains in the woods."	141
She couldn't understand why it was so much more	150
enjoyable to fall off a mountain than off a fire escape.	161
"And how about the wild animals in the woods?"	170
"Wild animals? What kinds of wild animals?"	177
"A bear for instance. A bear could eat you up."	187
"Ma. Bears don't eat little children."	193
"Okay. So he won't eat you, but he could take a bite	205
and spit out! I'm telling you now, if a wild animal eats	217
you up don't come running to me. And who's going with you?	229
"Well, there's Georgie -"	232
"Georgie! Not him! He's a real wild animal! She then	242
went on to list all the conditions for the trip.	252

Student Name Sheri Date 10/2/91  
 Words Read Correctly 50 Errors 6

July 30, 1715. Eleven ships sailed slowly along 8  
 the coast of Florida. They were heavy with silver and gold. 19  
 About 2000 sailors were on board. The ships had to take 30  
 their treasure all the way back to Spain-about 5000 miles 41  
 away. The voyage would be full of danger. Pirates sailed 51  
 the ocean. Hurricanes struck without warning. And the sea 60  
 was full of reefs-hard jagged ridges hidden just underwater. 70  
 If the bottom of a ship scraped against one, it would be 82  
 torn open. 84  
 The sea was very still. The ships were barely 93  
 moving. Then the sky grew dark and rain began to fall. The 105  
 winds howled and giant waves crashed down. The storm grew 115  
 worse; now the waves were like mountains. Men were swept 125  
 overboard. 126  
 Wood cracked, sails tore, tons of water poured 134  
 down. The ships were pushed toward the reefs. One ship sank 145  
 to the bottom. Then another and another. Ten ships went down 156  
 in the terrible storm. A thousand men died. A fortune in 167  
 treasure was lost. 170



Student Name Sheri Date 10/5/91  
 Words Read Correctly 53 Errors 9

When Storm Boy went walking along the beach, or over 10  
 the sand hills, or in the ~~sanctuary~~, the birds were not afraid. 22  
 They knew he was a friend. The ~~pelicans~~ sat in a row and rattled 36  
 their beaks ~~drily~~ in greeting. The ~~moorhens~~ fussed and 45  
 chattered. The ~~ibises~~ cut the air into ~~strips~~ as they jerked 56  
 their ~~curved~~ beaks up and down. ] The blue crane stood in silent 68  
 dignity like a tall, thin statue as Storm Boy went past. 78  
 But one morning Storm Boy found everything in uproar 87  
 and confusion. Three or four young men had gone into the 98  
 sanctuary. They had found some pelican nests - - wide, rough 107  
 nests of sticks, grass and pelican feathers as big as turkey 118  
 quills. - - and they had killed two of the big birds nesting 129  
 there. After that they scattered everything wildly with their 138  
 boots, kicking and shouting and picking up the white eggs 148  
 and throwing them about until they were all broken. They 158  
 they had gone off laughing. 163  
 Storm Boy crept forward in fear and anger. He looked 173  
 around sadly at the ruin and destruction. They he heard a 184  
 faint rustling and crying. There, under the sticks and grass 194  
 of the broken nests, were three tiny pelicans - - still 203  
 alive. Storm Boy picked them up carefully and hurried back 213  
 to Hideaway with them. 217  
 Two of the baby pelicans were fairly strong, but the 227  
 third was gravely ill. He was bruised and hurt and helpless. 238  
 He was so weak that he couldn't even hold up his head to be 252  
 fed. He just let it drop back flat on the ground as soon as 266  
 Storm Boy or Hideaway let go of it. 274

Student Name Sheri Date 10/11/91  
 Words Read Correctly 72 Errors 4

I used to hear Papa and Mama and their friends talking	11
about the <del>lumber</del> mill that had been the center of life in Parmele	24
before I was born. But there <del>wasn't</del> any mill when I was	36
growing up. The only thing left of it was the sawdust from all	49
the wood they <del>had</del> sawed there. The sawdust was about a foot	61
thick on the land where the mill had been. I used to love to walk ]	76
on it. It was spongy, and it make me feel like I was made of	91
rubber. I'd take my shoes off and kind of bounce along on top of it.	106
But that was all that was left of the mill.	116
My Parmele was a train town. The life of my town moved	128
around the trains that came in and out all day long. About 300	141
people lived in Parmele. Most of them were black. There were	152
four churches and two schools. There wasn't even one doctor,	162
and not many people would have had the money to pay one, if there	176
had been. If somebody got real sick, a member of the family would	189
go by horse and buggy to a nearby town and bring the doctor back,	203
or sometimes the doctor would ride on his own horse.	213
Most of the men and women in Parmele earned their living	224
by farming. Some did other things like working at the tobacco	235
factory in Robersonville. But most worked on the farms that	245
were all around in the area. When I was a little girl, they	257
earned fifty cents a day - a farm day, sunup to sundown -	268
plus meals.	270

# *Reading Retell*

# READING RETELL MEASURE

## WHAT IS INCLUDED IN THE MEASURE:

Students are asked to tell about the story they just read as if they were telling it to a friend who had not heard the story before. Then the students are asked to talk about the story again, answering teacher questions about parts of the passage.

## HOW THE MEASURE IS GIVEN:

Students read a story. After reading the story, the teacher asks them to retell the story out loud. As the students tell the story the teacher marks points for remembering things about the passage. The student is then asked to answer special questions about when and where the story took place, who was in the story, what actions or events happened, the goal, and ending or outcome of the story. Students are given a separate set of points for these questions as well.

## HOW THE MEASURE IS SCORED:

Retells are scored in a two ways. Students are given points for remembering the ideas from the story they read. As the child retells the story, the teacher marks points for ideas and parts of the story that are included in the retell. Additionally, a second score is given when the teacher asks questions about the parts of the passage as listed above.

## WHAT IS SHOWN ON THE GRAPH:

The graphs for student retells show the two scores listed above. One score is the *Percentage of Ideas* the student said when retelling the story without any questions from the teacher. The second score also drawn on the graph, is a *Percentage of Elements* of the story they retell.

RETELL SCORING SUMMARY				
Name <u>Andy</u>		Date <u>3/16/92</u>	Story <u>58</u>	
Element	Rate	St.	Response	Richness
UNPROMPTED RETELL	1			
Character	✓	+	1-2-3-4	
Time	✓	+	1-2-3-4	
Place	✓	+	1-2-3-4	
Problem	✓	+	1-2-3-4	
Goal	✓	+	1-2-3-4	
Action	✓	+	1-2-3-4	
Outcome	✓	+	1-2-3-4	
TOTAL	8	7	1-2-3-4	

Element	Rate	St.	Response	Richness
PROMPTED RETELL				
Character			1-2-3-4	
Time			1-2-3-4	
Place			1-2-3-4	
Problem			1-2-3-4	
Goal			1-2-3-4	
Action			1-2-3-4	
Outcome			1-2-3-4	
TOTAL	8	1	1-2-3-4	

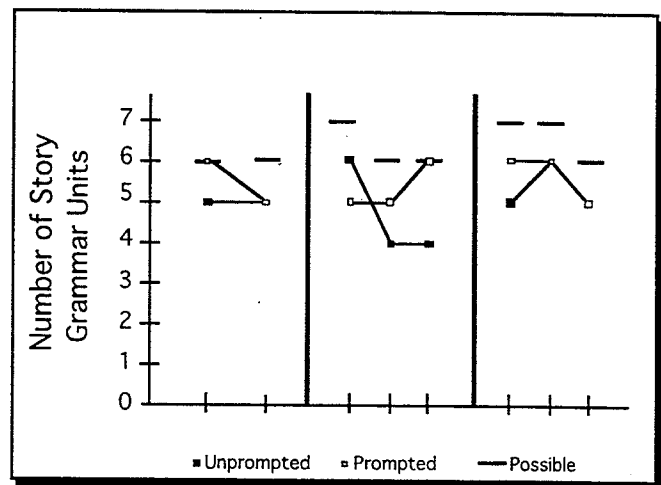
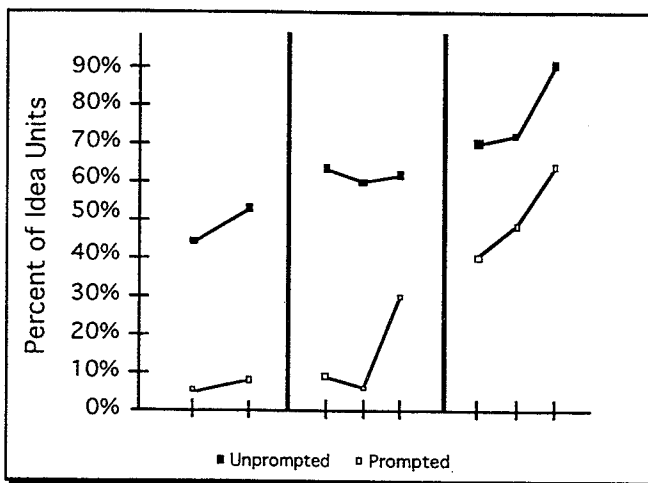
  

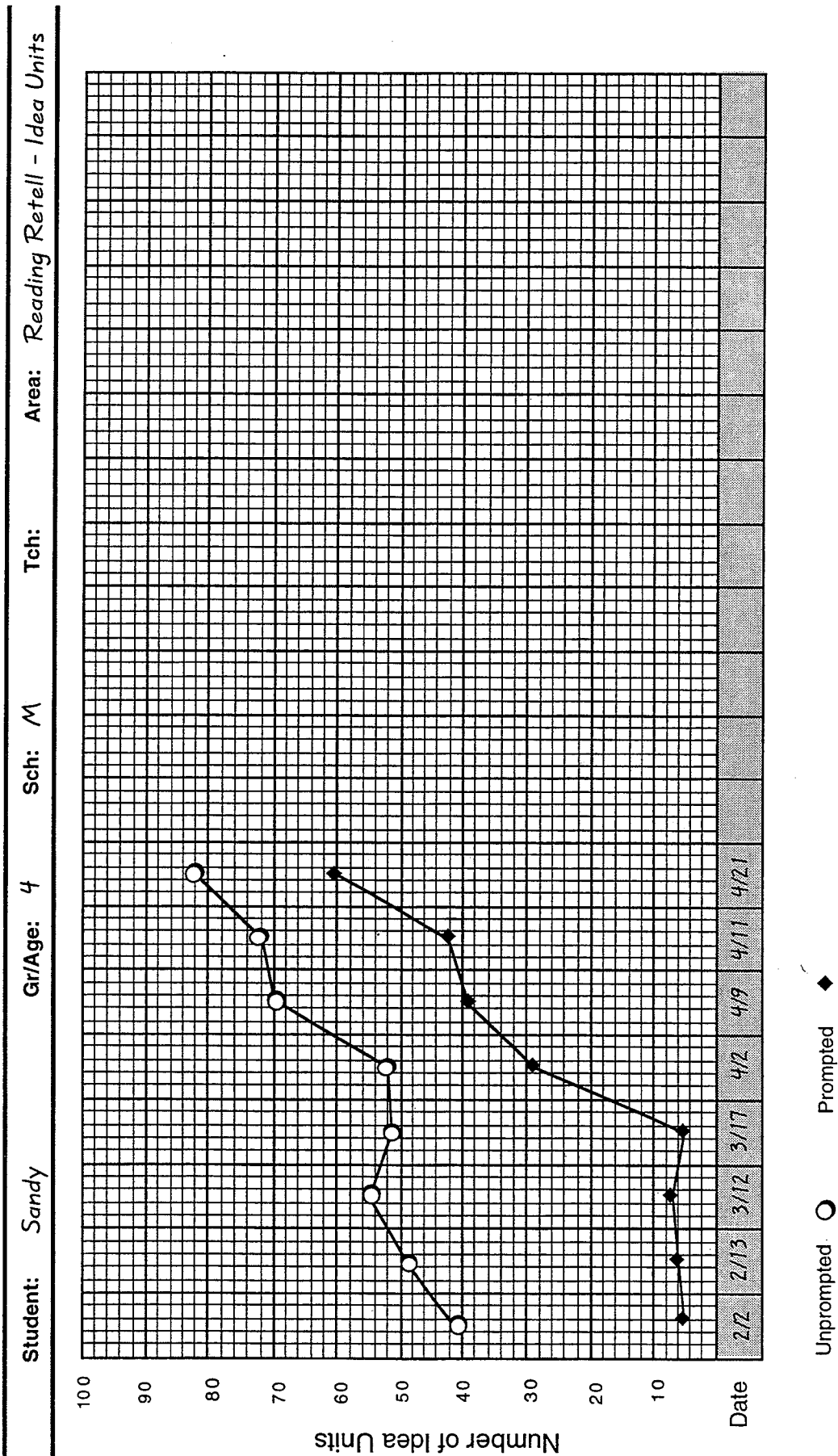
Number of words said in unprompted retell, 73  
 Percent of idea units in prompted retell, 34%

Unpr	Idea Units	Prompt
	what did the little girl take from the pouch?	
	could she get the yellow mud from her hands?	
✓	could her mother get the yellow mud from her hands?	
✓	the girl cried and cried.	✓
✓	then she said, "mother, I told you some lies."	
	I did not sleep in the grass.	

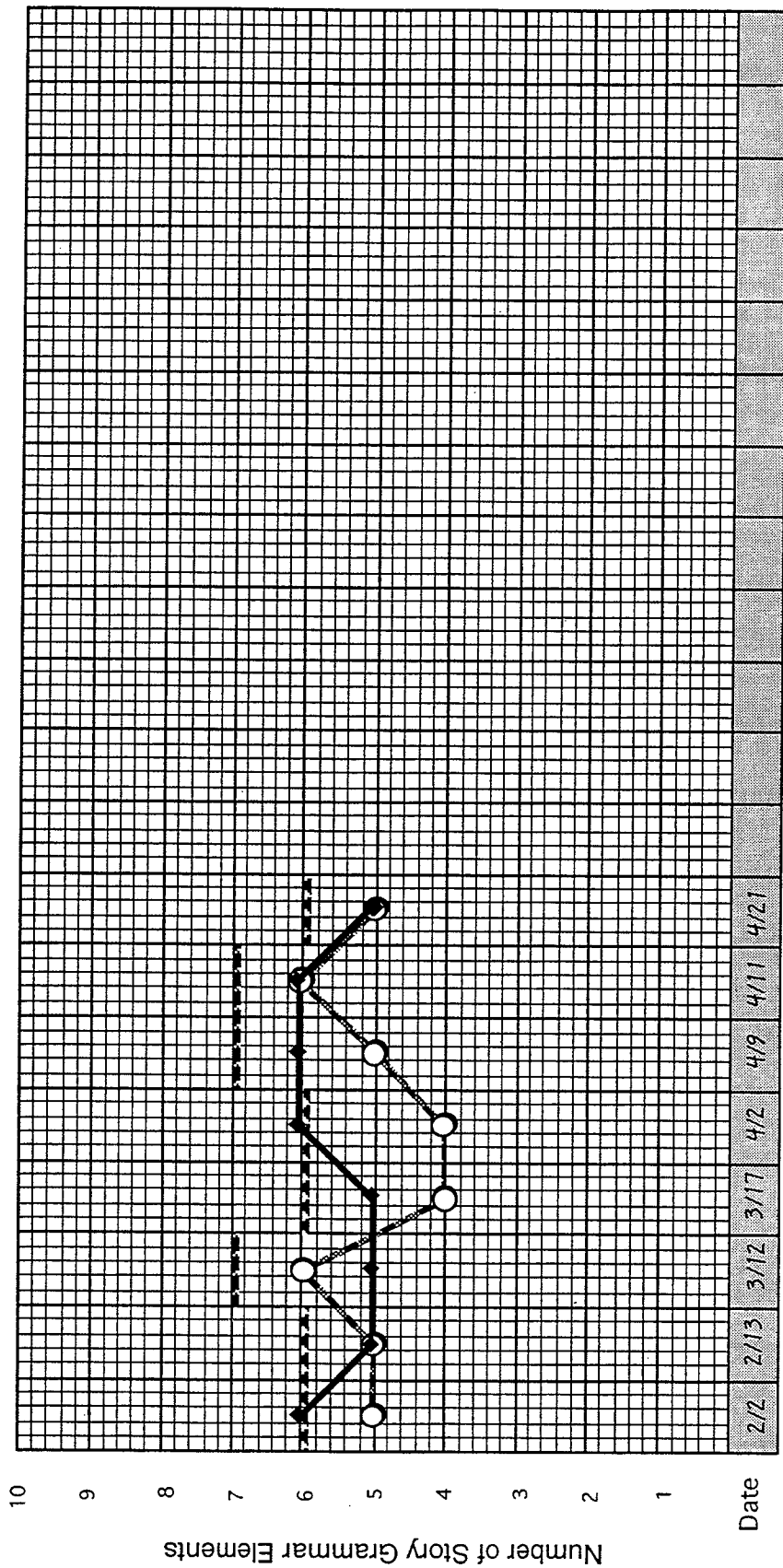
  

Unpr	Idea Units	Prompt
	there were a thousand rocks of gold.	✓
	her mother said, "we are rich."	✓
✓	we are rich."	
	and the little girl said to herself, "that pouch is good to me because I was good."	
	I will keep on doing good things."	
	and she did.	





Student: Sandy Gr/Age: 4 Sch: M Tch: Area: Reading Retell - Story Grammar



Unprompted O Prompted ◆ Possible ▲▲▲▲

## RETELL SCORING SUMMARY

Name Sandy Date 2/2 Story 58  
 Tchr \_\_\_\_\_ Tchr \_\_\_\_\_

Element	Rate	St.	Response	Richness
UNPROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	•	(1)-----2-----3-----4	
Time		✓	1-----2-----3-----4	
Place	✓		1-----2-----3-----4	
Problem	✓	•	(1)-----2-----3-----4	
Goal	✓	•	(1)-----2-----3-----4	
Action	✓	•	(1)-----2-----3-----4	
Outcome	✓	•	(1)-----2-----3-----4	
TOTAL	8	9/16		

Element	Rate	St.	Response	Richness
PROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	•	(1)-----2-----3-----4	
Time		✓	1-----2-----3-----4	
Place	✓	•	1-----2-----3-----4	
Problem	✓	•	(1)-----2-----3-----4	
Goal	✓	•	(1)-----2-----3-----4	
Action	✓	•	(1)-----2-----3-----4	
Outcome	✓	•	(1)-----2-----3-----4	
TOTAL	8	9/16		

Number of words said in unprompted retell. 124

Percent of idea units in prompted retell 41%

Percent of idea units in prompted retell. 57%

\*\*\*\*\*

Unpr	Idea Units	Prompt
	what did the little girl take from the pouch?	
	could she get the yellow mud from her hands?	
	could her mother get the yellow mud from her hands?	
✓	the girl cried and cried.	
	then she said, "mother, I told you some lies."	✓
✓	I did not sleep in the grass.	
	I went to the top of the tall mountain.	
	and I did not find the pouch on the ground.	
✓	a funny elf gave it to me."	
✓	the girl told her mother all about the funny house and the elf.	
✓	and when she looked at her hands, she saw they were clean.	
	her mother said, "where did the mud go?"	
	"I don't see it any where," the girl said.	
✓	she looked to see if there was more mud inside the pouch.	
	and what do you think was inside the pouch?	

Unpr	Idea Units	Prompt
✓	there were a thousand rocks of gold.	
	her mother said, "we are rich.	
	we are rich."	
✓	and the little girl said to herself, "that pouch is good to me because I was good.	
✓	I will keep on doing good things."	✓
	and she did.	
	and every time she was good, she reached in pouch and found something good.	
	no more to come.	

## RETELL SCORING SUMMARY

Name Sandy Date 3/12 Story 64  
 Tchr \_\_\_\_\_ Tchr \_\_\_\_\_

Element	Rate	St.	Response	Richness
UNPROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	✓	1---②---3---4	
Time	✓		1---2---3---4	
Place	✓	✓	①---2---3---4	
Problem	✓	✓	①---2---3---4	
Goal	✓		①---2---3---4	
Action	✓	✓	①---2---3---4	
Outcome	✓	✓	①---2---3---4	
TOTAL	0	47		

Element	Rate	St.	Response	Richness
PROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	✓	1---②---3---4	
Time	✓		1---2---3---4	
Place	✓	✓	1---2---3---4	
Problem	✓	✓	①---2---3---4	
Goal	✓	✓	1---②---3---4	
Action	✓	✓	1---②---3---4	
Outcome	✓	✓	①---2---3---4	
TOTAL	0	47		

Number of words said in unprompted retell. 362  
 Percent of idea units in prompted retell. 82

Percent of idea units in prompted retell 55%

\*\*\*\*\*

Unpr	Idea Units	Prompt
✓	there was a little cloud.	
✓	the little cloud lived in the sky with a mother cloud and a father cloud.	✓
	the father cloud was very big and very dark.	
✓	every now and then the father cloud would say, "it is time to make some rain."	
✓	the father cloud would shake and make loud thunder sounds-"boom, boom."	
	then the rain would fall from the cloud.	
	the father cloud was very proud.	
	he was the best rain maker in the sky.	
✓	but the mother cloud was pretty good at making rain too.	
	every now and then she would say, "I think I'll make some rain."	
	She would make some loud thunder sounds, and out would come the rain.	
✓	but the little cloud could not make rain.	

Unpr	Idea Units	Prompt
✓	he would say, "I think I'll make some rain."	
	he would shake and shake.	
✓	he would try as hard as he could, but no rain came from that small cloud.	
	the mother cloud said, "don't feel bad."	
✓	when you are bigger, you will make rain.	
	you are too small now, but you will grow."	
	and that small cloud did grow.	
✓	every day he got a little bigger and a little darker.	
	and every day he tried to make rain.	
✓	but he couldn't even make loud sounds.	
	and not one drop of rain came from that cloud.	✓
✓	he felt very sad.	✓



## RETELL SCORING SUMMARY

Name Sandy Date 3/17 Story 67  
 Tchr \_\_\_\_\_ Tchr \_\_\_\_\_

Element	Rate	St.	Response	Richness
UNPROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	✓	(1) 2	3 4
Time			1 2	3 4
Place	✓		1 2	3 4
Problem	✓	✓	1 (2) 3	4
Goal	✓		1 2	3 4
Action	✓	✓	1 (2) 3	4
Outcome	✓	✓	(1) 2	3 4
TOTAL	0	4/6		

Element	Rate	St.	Response	Richness
PROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	✓	1 (2) 3	4
Time			1 2	3 4
Place	✓		1 2	3 4
Problem	✓	✓	(1) 2	3 4
Goal	✓	✓	(1) 2	3 4
Action	✓	✓	1 (2) 3	4
Outcome	✓	✓	(1) 2	3 4
TOTAL	0	5/6		

Number of words said in unprompted retell. 289  
 Percent of idea units in prompted retell. 5%

Percent of idea units in prompted retell 5/2

\*\*\*\*\*

Unpr	Idea Units	Prompt
✓	one day the tall man and his dog went for a walk to the lake.	
	the dog said, "I hate to walk, walk, walk,	
	but I love to talk, talk, talk."	
✓	the tall man said, "go jump in the lake."	✓
	the dog sat down.	
✓	then she said, "you can swim around, around, around."	
	I'll stay on the ground, ground, ground."	
✓	the tall man became very mad.	
	he said, "dogs love to swim."	
	so let's go for a swim."	
✓	the dog said, "you can swim if you wish, wish, wish."	
	but I don't like to be with fish, fish, fish."	
✓	so the tall man went swimming and the dog stayed on the ground.	
	soon the tall man came out of the lake.	
	he said, "now let's have something to eat."	
✓	look around for some fire wood."	

Unpr	Idea Units	Prompt
	the dog said, "I love to eat things that are good, good, good."	
✓	but I hate to go hunting for wood, wood, wood."	
	the tall man said, "if you don't get wood, you can't have anything to eat."	
	so the dog looked for wood.	
✓	when she found a big pile of wood, she called the tall man.	
✓	the tall man took the wood and made a big fire.	
	then the tall man began to cook beans and meat.	
	the dog sat and looked at the food.	
✓	then all at once, the dog yelled, "over there, there, there."	
✓	I see a bear, bear, bear."	
✓	the tall man jumped into the lake.	
✓	the dog ate all of the beans and meat.	✓
	the dog said, "I gave the tall man a scare, scare, scare."	
✓	there was no bear over there, there, there. ho, ho."	
	the end	

## RETELL SCORING SUMMARY

Name Sandy Date 4/2 Story 70  
 Tchr \_\_\_\_\_ Tchr \_\_\_\_\_

Element	Rate	St.	Response	Richness
UNPROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	✓	1---②---3---4	
Time			1---2---3---4	
Place	✓	✓	1---②---3---4	
Problem	✓	✓	(1)---2---3---4	
Goal	✓		1---2---3---4	
Action	✓	✓	(1)---2---3---4	
Outcome	✓	✓	1---②---3---4	
TOTAL	0	9/6		

Element	Rate	St.	Response	Richness
PROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	✓	(1)---2---3---4	
Time			1---2---3---4	
Place	✓	✓	1---②---3---4	
Problem	✓	✓	1---②---3---4	
Goal	✓	✓	(1)---2---3---4	
Action	✓	✓	1---2---③---4	
Outcome	✓	✓	(1)---2---3---4	
TOTAL	0	4/6		

Number of words said in unprompted retell. 201

Percent of idea units in prompted retell. 29%

Percent of idea units in prompted retell 53%

\*\*\*\*\*

Unpr	Idea Units	Prompt
	when sandy counted the cars on her way to school,	
✓	there were one hundred cars in the train.	✓
	when she counted the cars after school,	
✓	there were ninety-nine cars.	
✓	one car was missing.	✓
	sandy said, "I must think about this."	
✓	there were fifty red cars and fifty yellow cars.	
	but now there are not fifty red cars.	
✓	one red car is missing."	✓
	sandy walked next to the rail road track.	
	soon she came to a shed.	
✓	there were rail road tracks that led to the shed.	
	sandy said to herself, "I will find out what is in that shed."	✓
	so sandy followed the tracks to the shed.	
✓	she looked inside to shed and saw a red train car standing on the tracks.	

Unpr	Idea Units	Prompt
	the car door was open.	
✓	sandy looked around.	
	now one was around.	
✓	so sandy ran over to the door of the red car and looked inside.	
✓	the car was filled with TV sets.	
✓	she said to herself, "I found the car with the TV sets."	✓
	sandy was all set to run back to tell someone that she had found the missing car.	
	but just then there was a sound near her.	✓
✓	it was the sound of foot steps.	
	more to come	

## RETELL SCORING SUMMARY

Name Sandy Date 4/9 Story 73  
 Tchr \_\_\_\_\_ Tchr \_\_\_\_\_

Element	Rate	St.	Response	Richness
UNPROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	/	/	1---2---3---4	
Time	/	/	1---2---3---4	
Place	/	/	1---2---3---4	
Problem	/	/	1---2---3---4	
Goal	/	/	1---2---3---4	
Action	/	/	1---2---3---4	
Outcome	/	/	1---2---3---4	
TOTAL	0	0/7		

Element	Rate	St.	Response	Richness
PROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	/	/	1---2---3---4	
Time	/	/	1---2---3---4	
Place	/	/	1---2---3---4	
Problem	/	/	1---2---3---4	
Goal	/	/	1---2---3---4	
Action	/	/	1---2---3---4	
Outcome	/	/	1---2---3---4	
TOTAL	0	0/7		

Number of words said in unprompted retell. 198

Percent of idea units in prompted retell. 39%

Percent of idea units in prompted retell 70%

\*\*\*\*\*

Unpr	Idea Units	Prompt
/	sandy ran up to the cop.	
/	she told him that she had found the missing train car..	/
/	one man said, "will you get out of here, little girl?"	/
/	can't you see that we are talking?"	
/	sandy said, "but I found the train car that is missing."	/
	the woman said, "there is no missing train car."	
/	sandy said, "but there is a car missing and I found it."	
/	then sandy told them all about the missing car.	
	after she told what had happened,	
	the cop said, "I think there were one hundred cars in that train."	/
	how can we check it?"	
/	one man said, "that's easy. I'll get big bill."	
	he counts the cars on every train that comes in here."	/
	that man left.	
/	soon he came back with another man.	

Unpr	Idea Units	Prompt
	as he walked back with the other man he shouted, "big bill counted the cars."	
/	he says that there are ninety-nine cars."	
/	sandy looked at big bill,	/
/	and big bill looked at sandy.	/
/	big bill was the man who had stopped her outside the shed.	
/	more to come.	/

## RETELL SCORING SUMMARY

Name Sandy  
TchrDate 4/11Story 76  
Tchr

Element Rate St. Response Richness

UNPROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	✓	①	2---3---4
Time	✓		1	2---3---4
Place	✓	✓	1	2---3---4
Problem	✓	✓	1	2---3---4
Goal	✓	✓	①	2---3---4
Action	✓	✓	1	2---3---4
Outcome	✓	✓	①	2---3---4
TOTAL	0	97		

Element Rate St. Response Richness

PROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character	✓	✓	1	2---③---4
Time	✓	✓	①	2---3---4
Place	✓		1	2---3---4
Problem	✓	✓	1	2---3---4
Goal	✓	✓	1	2---③---4
Action	✓	✓	1	2---3---4
Outcome	✓	✓	①	2---3---4
TOTAL	0	97		

Number of words said in unprompted retell. 196  
Percent of idea units in prompted retell. 42%Percent of idea units in prompted retell 71%

\*\*\*\*\*

Unpr	Idea Units	Prompt
✓	sam liked to make things.	✓
✓	he liked to make toy cars.	
✓	so he went to the store and got a toy car kit.	✓
	his mom said, "that kit has the parts of a car.	
✓	you have to read and find out how to fit the parts.	
✓	so that they make a car."	
	sam said, "I will do that."	
	so sam began to read the paper that came with the car kit.	
	then he began to fit the parts to make a car.	✓
✓	soon he had a toy car.	
✓	his mom said, "that is a fine car.	
	you are good at reading and at making things."	
✓		
	sam did not like to make the same thing again.	✓
	he said, "I will not make other cars.	
✓	I will make something else."	
✓	so he went to the store and got a kite kit.	✓

Unpr	Idea Units	Prompt
✓	when he got home, he showed his mom the kite kit.	✓
✓	his mom said, "that kit has a lot of parts in it.	
	you will have to read the paper that comes with the kit.	✓
	to find out how to make the kite."	
✓	sam looked inside the kit.	✓
✓	then he said, "what paper?"	
✓	there is no paper in this kit."	✓
	sam's mom said, "that is too bad.	
✓	how will you make the kite if there is no paper in the kit?"	
✓	sam said, "I will go back to the store and get a paper	✓
✓	that tells how to make a kite from these parts."	✓
	when sam got to the store, the man in the store said, "I don't have other papers that tell how to make kites."	
✓	sam asked, "how can I make a kite if I don't have the paper?"	
	the man said, "you will have to do the best you can."	✓
	sam was not happy.	✓
✓	he went home and looked at all the parts in the kite kit.	

## RETELL SCORING SUMMARY

Name Sandy Date 4/21 Story 82  
Tchr \_\_\_\_\_ Tchr \_\_\_\_\_

Element		Rate	St.	Response Richness	
UNPROMPTED RETELL				Basic	Detailed
				simple	descriptive wdg
Character	✓		✓	1---(2)---3---4	
Time				1---2---3---4	
Place	✓		✓	(1)---2---3---4	
Problem	✓		✓	1---(2)---3---4	
Goal	✓		✓	1---2---(3)---4	
Action	✓		✓	1---2---(3)---4	
Outcome	✓		✓	1---(2)---3---4	
TOTAL		0	11/12		

Element	Rate	St. Response	Richness
PROMPTED RETELL			Basic simple Detailed descriptive wdgs
Character	✓	✓	1-----2---(3)-----4
Time			1-----2-----3-----4
Place	✓	✓	1---(2)-----3-----4
Problem	✓	✓	1---(2)-----3-----4
Goal	✓	✓	(1)---2-----3-----4
Action	✓	✓	1-----2---(3)-----4
Outcome	✓		1-----2-----3-----4
TOTAL	8	51/10	

Number of words said in unprompted retell. 203

Percent of idea units in prompted retell. 61%

Percent of idea units in prompted retell 87%

\*\*\*\*\*

[illegible][illegible]

# *Written Expression*

## WRITTEN EXPRESSION MEASURE

### WHAT IS INCLUDED IN THE MEASURE:

For writing, the students are given the starting sentence, or part of a story. They are given a lined sheet of paper with the story starter at the top. Students are then asked to continue to write a story about what happened.

### HOW THE MEASURE IS GIVEN:

Students are given lined paper with the story starter written at the top. Directions to the students include asking them to write what happened in the story. Students are told the story starter and allowed one minute to think about what they would like to write. After the thinking time, students are given three minutes to write what happened based on the story starter.

Write a story that begins with:

One day our teacher was sick. We had another teacher and...

~~we didn't go any of are~~  
~~work That teacher dint~~  
~~no where the papers go~~  
~~We played and got noyze~~  
~~The next day we had to do~~  
~~the verb all over. Are teacher~~  
~~was mad~~

Total Words: 35  
Correct Word Sequences: 15  
Total Word Sequences: 23  
2nd CWS: 392

### HOW THE MEASURE IS SCORED:

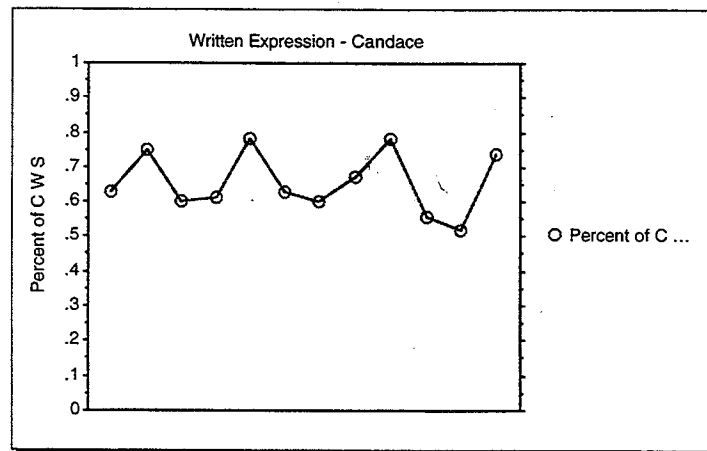
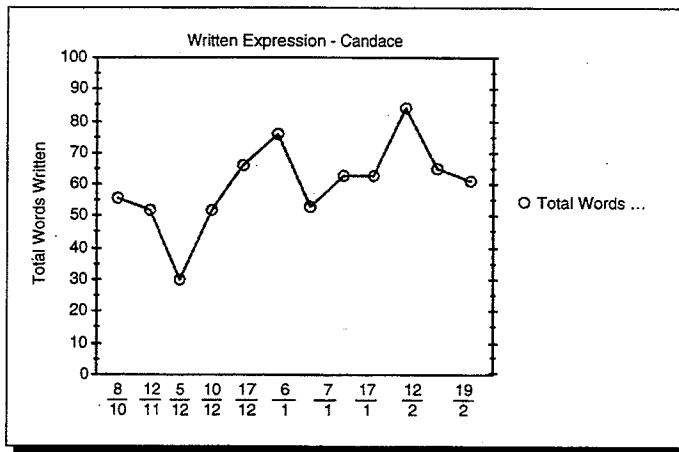
Scoring for written expression is based on several factors. Spelling, grammar, and punctuation are counted in what is called a correct word sequences. When two words are correctly written and make sense, that equals a correct sequence. The number of words the student writes is also counted.

^Susie^got^a^cute^new^kitten^ = 7 Correct Word Sequences

susie got^a qute knu kitten^ = 2 Correct Word Sequences

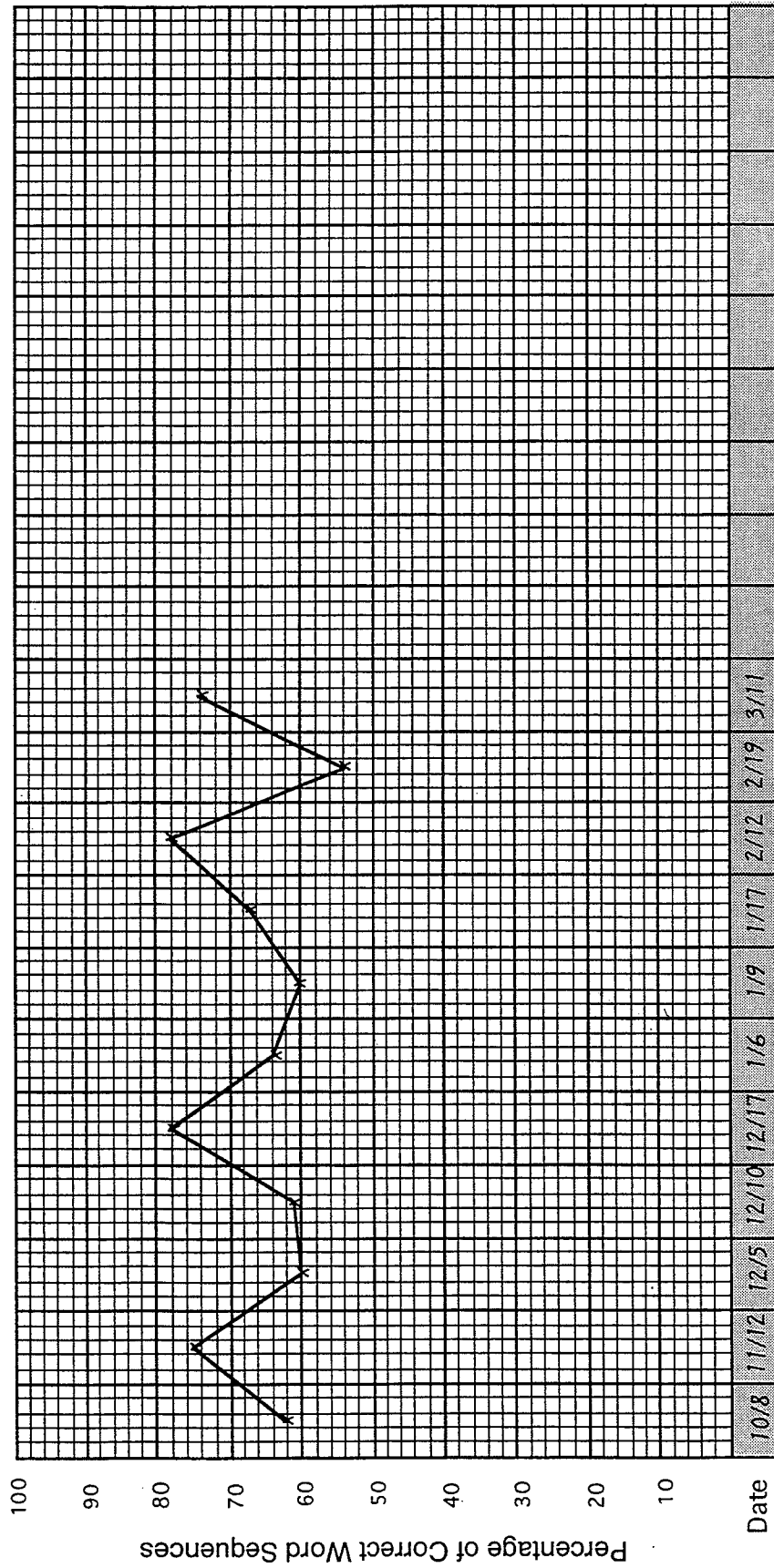
## WHAT IS SHOWN ON THE GRAPH:

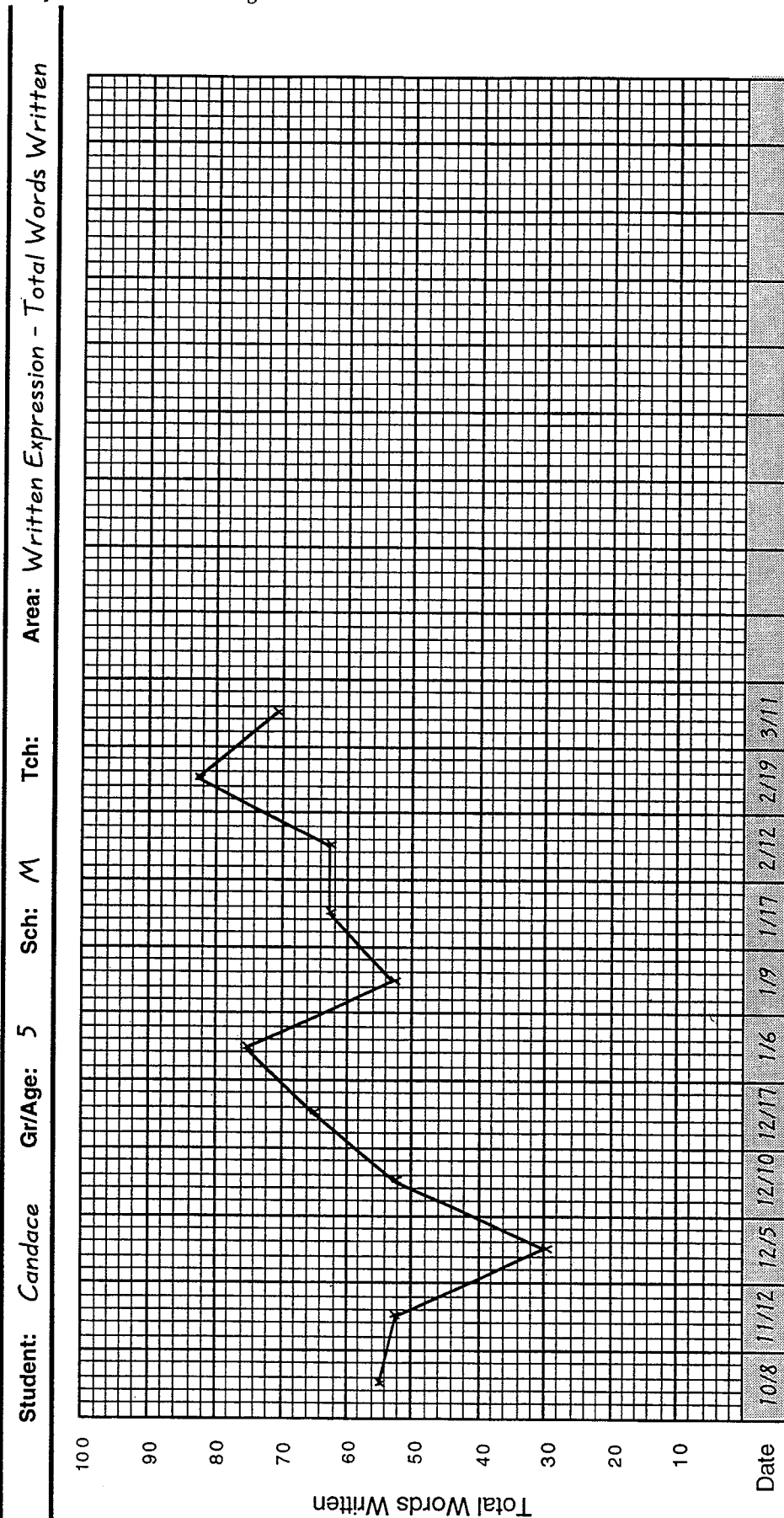
Based on all the student's writing, the Percent of *Correct Word Sequences* and the *Number of Words Written* are the two scores plotted on the graph. The teacher looks for a larger number of correct word sequences as well as more words written over the course of the school year. Any increases in numbers on the graph helps the teacher see improvement the student has made.





Student: Candace Gr/Age: 5 Sch: M Tch: Area: Written Expression - Total Words Written





6290

## Written Expression

18

CWS = 35

IC = 21

T = 56

Progress Monitoring

Candace

10-8-91

Write a story that begins with:

If I were an astronaut ....

I would have fun.  
 We would go up in space.  
 And go in simple to.  
 I would be the boss  
 to them. Even said we  
 are you boss of us?  
 And I said I me.  
 I can eat food and  
 play if you to. It be  
 would be fun to the  
 boss. Happy Halloween.  
 I said naig on.

75%

## Written Expression

19

CWS = 39

IC = 13

T = 52

Progress MonitoringCandace  
Nov. 12, 1991

Write a story that begins with:

The class bully was picking on my best friend and I ....

said "you are mean" to  
 people. He said "you are  
 not nice" to me. I said "good  
 by." My friend she was  
 crying. I said "with is  
 you?" He said "I am  
 happy." My friend and I  
 went to the teacher. Later  
 my friend and I are  
 happy. I wrote to all you  
 bye.

6070

## Written Expression

26

cws = 18  
 ic = 12  
 T = 30

Progress Monitoring

Candace  
 December 5, 1991

Write a story that begins with:

Once upon a time there was a castle ....

and the lowe & tape class hot  
 was dead & was sad & said  
 mom & stay in dead my mom  
 said & stop & with me was  
 a live then was woke up.

6/90

## Written Expression

6

CWS = 32

IC = 20

T = 52

Progress Monitoring

Candace  
December 10, 1991  
12-10-91

Write a story that begins with:

I was walking down the street and found a key in front of

a big gold door. I took the key, opened the door and....

cl<sup>a</sup> so gold<sup>a</sup> and cl<sup>a</sup> was happy<sup>a</sup>  
 My mom<sup>a</sup> said<sup>a</sup> Candace<sup>a</sup> you<sup>i</sup>  
 have<sup>v</sup> glad<sup>v</sup> cl<sup>a</sup> no<sup>a</sup> cl<sup>a</sup> said<sup>a</sup> to<sup>a</sup>  
 my mom<sup>a</sup> cl<sup>a</sup> want<sup>v</sup> to<sup>a</sup> to<sup>a</sup> how<sup>a</sup>  
 cl<sup>a</sup> said<sup>a</sup> to<sup>a</sup> you<sup>v</sup> going<sup>v</sup> to<sup>a</sup> the mall<sup>a</sup>  
 with<sup>a</sup> cl<sup>a</sup> glad<sup>a</sup> cl<sup>a</sup> said<sup>a</sup> yes<sup>a</sup> and<sup>a</sup>  
 we<sup>a</sup> did<sup>a</sup> and cl<sup>a</sup> said<sup>a</sup> cl<sup>a</sup> am<sup>v</sup>  
 tired<sup>v</sup> so<sup>v</sup> good<sup>v</sup> by.

The End

78%

## Written Expression



CWS = 52  
IC = 14  
T = 66

Progress Monitoring

Candace  
Decem 17, 1991  
12-17-1991

Write a story that begins with:

The door latch clicked softly, and I knew I was ....

in. I trudd but it was Santa.  
Ilt was Christmas time. He  
was happy and he said  
I have to go home. And  
I said good bye. And I went  
to see the tree. It was  
cute. The tree had preimds  
under the tree. I went to  
the and got a present from  
the tree. I was happy.  
It was a T.V. I have to  
go to bed good nith.

63%

## Written Expression

2

CWS = 48

IC = 28

T = 76

Progress Monitoring

Candace  
January 6, 1992  
1-6-92

Write a story that begins with:

One day I was jumping rope and all of a sudden....

I saw a girl. It was light.  
 was she. It said can I play  
 with you? I said yes you  
 can. And we played jumping rope  
 and lots of games. And the  
 girl said it is time for dinner  
 for me. And I said goodbye.  
 He said goodbye to I played  
 jump rope and saw my pet.  
 My pet is a dog. I am happy.  
 My pet was happy too. And it  
 was dinner.



$CWS = 32$   
 $IC = 21$   
 $T = 53$

6030

Name: Candace  
 Date: 1-7-92

I once had a magic pencil  
 that was doing it. It was funny. It made me  
 happy. I said please do not do magic  
 pencil. And it said I can say. I said  
 ok. She ran away. I was sad and  
 my mom said Candace she just came  
 back. I said mom magic pencil is my  
 friend. And she came back. I was  
 happy.

67%

## Written Expression

13

CWS = 42  
 IC = 21  
 T = 63

Progress Monitoring

Candace Grow  
January 17, 1992  
1-17-91

Write a story that begins with:

It was the most important race of the year. Everyone

lined up. Then suddenly ....

I was swimming and I was swimming.  
 I could not wait. It was fun.  
 My friend said you better win  
 said I top and I said I will  
 and I will get that trophy  
 I had a swimming suit. And  
 it was time to race. It was  
 January 17, 1992. We went  
 was swimming fast and  
 how win. I did Candace Grow win.  
 They gave me the tear.

god by

7890

## Written Expression

12

CWS = 49  
 IC = 14  
 T = 63

Progress Monitoring

Candace  
February 12, 1992  
2-12-92

Write a story that begins with:

Our sailboat ran into some rocks and crashed. We were

stranded on an island ....

in Engoon. It was not fun.  
 We saw a girl that was  
 very cute and pretty.  
 We was having fun now.  
 She said what is your  
 name. I said my name  
 is Mike. She said my name  
 is Candace. And then she  
 kept me to go home. She  
 was nice and kind. I said  
 good by. He said good  
 by too. And it was just  
 a dream.

5690

## Written Expression

21

CWS = 47

IC = 37

T = 84

Progress Monitoring

Candace  
2-19-92

Write a story that begins with:

The best thing that ever happened to me was....

I went to a party with a friend.  
 And he was nice and kind  
 to me. He gave me  
 a flower. It was cute.  
 I was cute and handsome.  
 And we ate at a restaurant.  
 We had pizza. It was  
 good. And then we  
 went to the mall. He  
 got me a shirt and a pair.  
 And then we got popcorn  
 and a candy bar. He  
 said I love you. I said I  
 love you too. And then  
 we went home. I said  
 good bye. He said good  
 bye.

## Written Expression

Progress Monitoring

Candace  
3-11-92

Write a story that begins with:

It was very cute it was gold. My milk pinel was talking to me. It said baby it could take to me and it went to school with me. My friend said is that your pig? I said yes to my friend and I said goodbye to my friend and I went home. It was just a dream. I felt happy when I woke up.

7490

## Written Expression

8

CWS = 45

IC = 16

T = 61

Progress Monitoring

Candace  
March 11, 1992  
3-11-92

Write a story that begins with:

A little boy looked up and saw a very large giant. He

started to climb it and ....

he was talking at the giant  
 it was really funny to me  
 the giant was making  
 me safe. the giant said  
 he liked to me. it was  
 funny what he said. he  
 had a gorge. it  
 was gold. it was cute  
 and pretty. And my mom  
 said it is time to go  
 home. it was just a  
 dream.

# *Spelling*

# SPELLING MEASURE

## WHAT IS INCLUDED IN THE MEASURE:

For the spelling measure, students write spelling words dictated from a preplanned list. The spelling measure includes a mix of words the student will be taught over the course of the year.

## HOW THE MEASURE IS GIVEN:

Students have lined and numbered paper for writing the spelling words. Sixteen to eighteen words are dictated to the student three times: First the word is said, then the word is said in a phrase, and finally the word is said by itself again. The words are given every 8 to 10 seconds, depending on the grade level.

## HOW THE MEASURE IS SCORED:

Spelling measures are scored using a special procedure. Rather than count a word as all right or all wrong, Correct Letter Sequences (CLS) are counted. These are pairs of letters within the word that are in the right order. For example, if the student spells the word **myself**, "miself," the CLS would be counted as 5. See the spelling scoring marked below:

$\wedge m \wedge y \wedge s \wedge e \wedge l \wedge f \wedge = 7 \text{ CLS}$

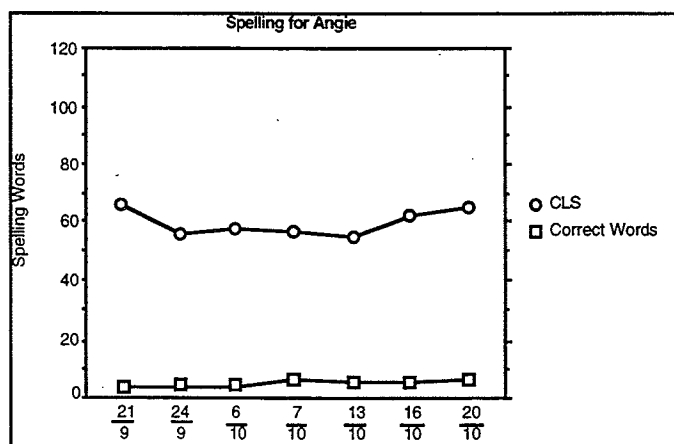
$\wedge m \wedge i \wedge s \wedge e \wedge l \wedge f \wedge = 5 \text{ CLS}$

## WHAT IS SHOWN ON THE GRAPH:

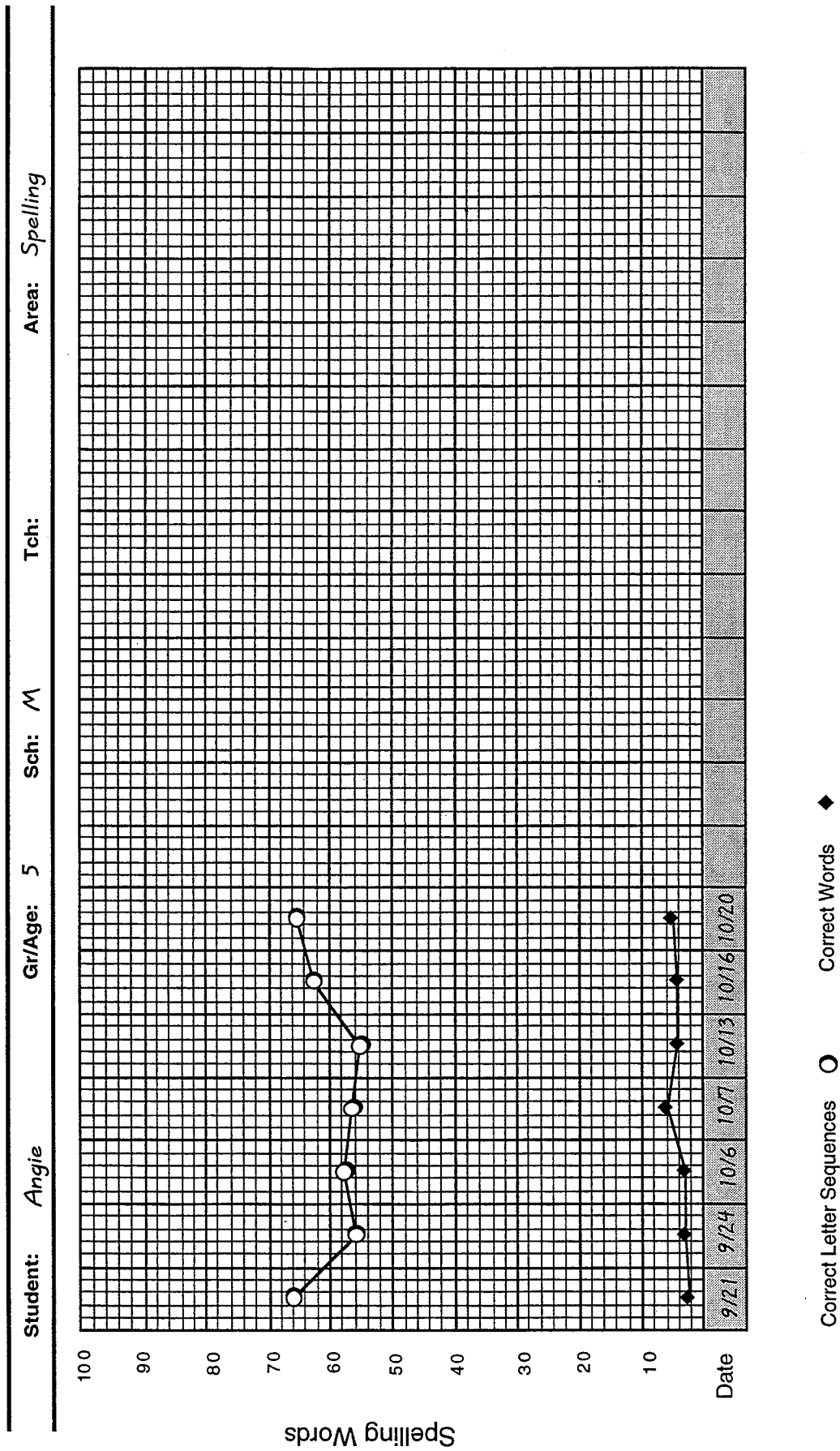
The *Correct Letter Sequences* for each word are totaled. The score on the graph is the total number of Correct Letter Sequences the student earns on a measure. The teacher looks for a larger number of CLS from one measurement time to the next. This indicates improved spelling skills.

Spelling Measure					
Time	Word	Phrase	Word	CLS	Cum CLS
1. (0)	owl	an owl can fly	owl	4	4
2. (10)	reach	reach your goal	reach	6	10
3. (20)	smelled	food smelled good	smelled	8	18
4. (30)	skip	skip to the gym	skip	5	23
5. (40)	splash	splash water	splash	7	30
6. (50)	toy	a toy would be fun	toy	4	34
7. (60)/(1:00)	flying	lying birds	flying	7	41
8. (70)/(1:10)	shoes	my shoes are new	shoes	5	46
9. (80)/(1:20)	sunk	he sunk the ship	sunk	5	52
10. (90)/(1:30)	home	let's go home	home	5	57
				Total Words Correct	Correct letter Sequences

SPELLING	
Name <u>Angie</u>	Date <u>9-21</u>
1. <u>moth</u>	10. <u>mony</u>
2. <u>hand</u>	11. <u>ra</u>
3. <u>irr</u>	12. <u>kor</u>
4. <u>sweat</u>	13. <u>family</u>
5. <u>lunches</u>	14. <u>my</u>







## SPELLING

Name AngieDate 9-211. nôth10. môn y2. hân d11. ta3. l m12. k ool4. swe m13. fâm i l5. lûnc h sê s14. m y6. bô x15. ba y7. pên16. mush8. s h o17. w r d9. th i n k18. d r a n g

CLS = 66

Words = 3

## SPELLING

Name AngieDate 9/241. ^r^u^b^10. ^c^l^a2. ^t^h^o^s11. ^s^h^u3. ^b^e^12. ^j^u^m^p^4. ^d^u^s^13. ^t^h^r^i^k^5. ^s^h^r^t^14. ^g^r^i^v6. ^I^15. ^p^l^n^e^d^7. ^g^r^i^l^16. ^a^i^r^p^l8. ^g^e^t^17. ^i^h^t9. ^w^o^h

18. \_\_\_\_\_

CLS - 56

Words - 4

## SPELLING

Name AngieDate 10-61. ^h^appie10. ^b^shse2. ^m^e^h^11. ^d^e^k^3. ^h^o^p^t12. ^y^e^s^4. ^w^e^s^h^13. ^m^a^l^5. ^l^o^o^k^e^t14. ~~^b^~~^f^i6. ^y^l15. ^w^e^l7. ^d^o^h^16. ^g^a^v8. ^s^t^a^m^p^17. ^i^c^h^9. ^t^r^i^e18. ^n^e

CLS - 58

Words - 4

## SPELLING

Name AngieDate 10-7-921. ^cloud^10. ^kîb2. ^hêr^11. ^stî3. ^frînd^12. ^ges^4. ^wîk^13. ^rite5. ^sî^t^14. ^a^t^6. ^cîr15. ^a^not7. ^hê^16. ^o^r^8. ^pûpys^17. ^gîr^9. ^rîbitf18. ^mîe

CLS - 57

Words - 6

## SPELLING

Name AngieDate 10-131. ^bûs^10. ^pêlô2. ^hêr^11. ^brth3. ^ou12. ^trise4. ^frîngê^13. ^brûtl5. ^wet^14. ^frîvê^6. ^srt^15. ^sunrê^7. ^ton/16. ^mêen^8. ^wztd^17. ^stac9. ^nôf^18. ^cam.

CLS 55

Words 5

## SPELLING

Name AngieDate 10-161. ^o r n j10. ^k i k ^2. ^t h e y ^11. ^w o r k i3. ^d i d ^12. ^f e e t ^4. ^p a x13. ^f u n d ^5. ^r u n i n g ^14. ^d r i s ^6. ^p r t y ^15. ^o r ^7. ^d a d ^16. ^f i n e ^8. ^f a m i l17. ^o9. ^r a n e18. ^f r

CLS - 62

Words - 5

## SPELLING

Name AngieDate 10-201. ^pin^10. ^swim^2. ^candi11. ^bgn3. ^wish^e12. ^if^4. ^cool^13. ^at^5. ^fire^14. ^play^6. ^tck^15. ^lick^e7. ^like^16. ^can^8. ^hi17. ^more^9. ^kit18. ^babie

CLS 65

words 6



# *Mathematics*

# MATH MEASURE

## WHAT IS INCLUDED IN THE MEASURE:

This measure includes different types of math problems depending on the grade and ability level of the student. On this measure students work math computation problems from the following operations: addition, subtraction, multiplication and division. The problems are mixed up on the measure so a student needs to carefully watch the signs.

## HOW THE MEASURE IS GIVEN:

The student is given two minutes to work as many problems as possible. There may be problems the student does not know how to do. In this case, the students are told they may cross out unknown problems and continue. The student is asked to try each problem, do their best, and finish as much as possible.

## HOW THE MEASURE IS SCORED:

The number of digits in the correct place value is the procedure used for scoring in math. Rather than counting an entire problem as correct (or incorrect), this scoring procedure looks at the numbers the student writes for each calculation within a problem; all digits in the work shown and in the answer are counted. For example:

$\begin{array}{r} 27 \\ 2 \overline{)54} \\ \underline{4} \\ 14 \\ \underline{14} \end{array}$	$\begin{array}{r} 5 \\ 3 \\ +9 \\ \hline 17 \end{array}$	$\begin{array}{r} 1 \\ 1 \overline{)7} \\ \underline{7} \end{array}$	$\begin{array}{r} 22 \\ \times 43 \\ \hline 66 \\ 88 \\ \hline 946 \end{array}$
[7 correct digits]	[2 correct digits]	[2 correct digits]	[7 correct digits]

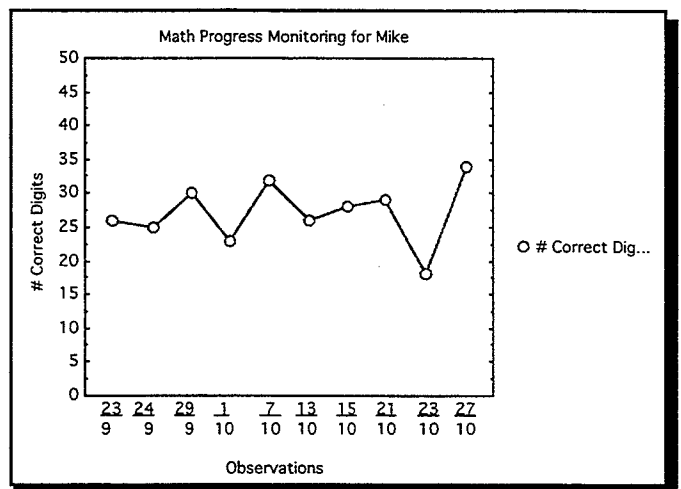
Instead of a student receiving the same number of points for completing a math fact problem (e.g.  $5 + 4 = 9$ ) and a multiplication problem (e.g.  $96 \times 82 = 7,872$ ), this procedure of counting correct digits within the problem gives credit for more difficult math problems.

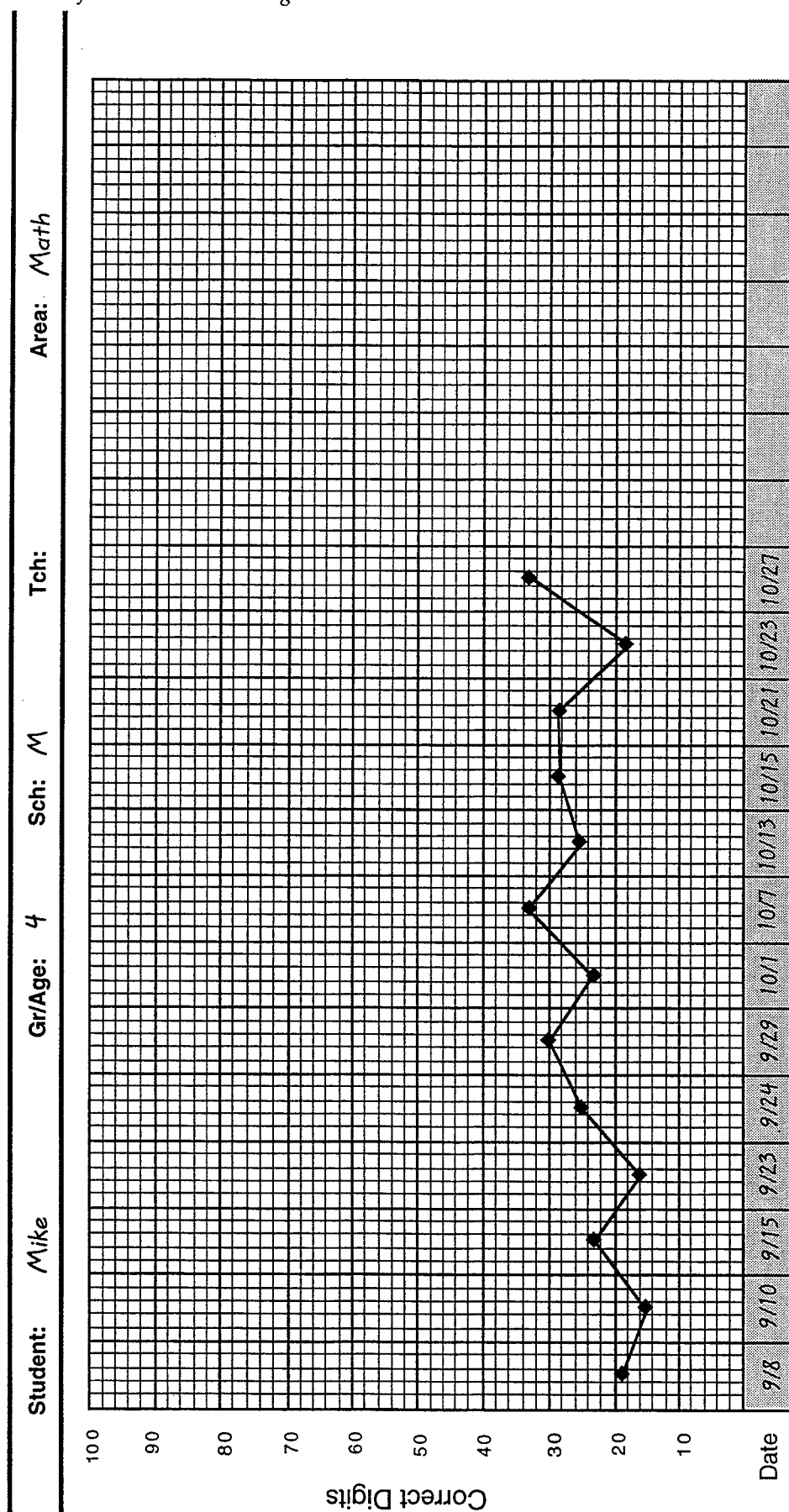
## WHAT IS SHOWN ON THE GRAPH:

The score on the graph is the *Number of Correct Digits* the student completed.

More problems have been put on the measure than can be done by most students in two minutes. We are looking for increased speed and accuracy when working these types of problems over time.

$\begin{array}{r} 24 \\ -12 \\ \hline 36 \end{array}$	$\begin{array}{r} 511 \\ +713 \\ \hline 1224 \end{array}$	$\begin{array}{r} 49 \\ -22 \\ \hline 27 \end{array}$	$\begin{array}{r} 33 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +26 \\ \hline 59 \end{array}$
$\begin{array}{r} 13 \\ -9 \\ \hline 6 \end{array}$	$\begin{array}{r} 73 \\ +2 \\ \hline 107 \end{array}$	$\begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 85 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 15 \\ +29 \\ \hline 71 \end{array}$
$\begin{array}{r} 64 \\ 22 \\ +19 \\ \hline 915 \end{array}$	$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ \times 2 \\ \hline \end{array}$





Progress Monitoring

Math 3

Probe 15

Mike

$$\begin{array}{r} 412 \\ + 552 \\ \hline 964 \end{array} 3$$

$$\begin{array}{r} 598 \\ - 96 \\ \hline 502 \end{array} 3$$

$$\begin{array}{r} 22 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 626 \\ + 248 \\ \hline 874 \end{array} 3$$

9

$$\begin{array}{r} 158 \\ + 274 \\ \hline 432 \end{array} 3$$

$$\begin{array}{r} 16 \\ + 47 \\ \hline 63 \end{array} 2$$

$$\begin{array}{r} 64 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 895 \\ - 45 \\ \hline 850 \end{array} 3$$

8

$$\begin{array}{r} 88 \\ - 87 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 28 \\ \hline 41 \end{array}$$

$$\begin{array}{r} 294 \\ - 149 \\ \hline 145 \end{array} 1$$

$$\begin{array}{r} 33 \\ \times 7 \\ \hline \end{array}$$

$$\frac{1}{18}$$

$$\begin{array}{r} 24 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 236 \\ + 190 \\ \hline \end{array}$$

$$\begin{array}{r} 657 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 831 \\ + 886 \\ \hline \end{array}$$

$$\begin{array}{r} 968 \\ - 858 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 58 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ 49 \\ + 82 \\ \hline \end{array}$$

Total digits correct

\_\_\_\_\_

Progress Monitoring

Math 3

Probe 2

Mike

$$\begin{array}{r} 11 \\ + 1 \\ \hline 12 \end{array} 2$$

$$\begin{array}{r} 77 \\ - 31 \\ \hline 46 \end{array} 1$$

$$\begin{array}{r} 948 \\ - 811 \\ \hline 137 \end{array} 3$$

$$\begin{array}{r} 17 \\ \times 3 \\ \hline \end{array}$$

6

$$\begin{array}{r} 35 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 9 \\ + 4 \\ \hline 22 \end{array} 2$$

$$\begin{array}{r} 12 \\ + 10 \\ \hline 22 \end{array} 2$$

$$\begin{array}{r} 487 \\ - 405 \\ \hline 82 \end{array} 2$$

6

$$\begin{array}{r} 28 \\ - 24 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 6 \\ + 10 \\ \hline 16 \end{array} 2$$

$$\begin{array}{r} 30 \\ 16 \\ + 31 \\ \hline 77 \end{array} 1$$

$$\begin{array}{r} 41 \\ 84 \\ + 47 \\ \hline \end{array}$$

3

15

$$\begin{array}{r} 740 \\ + 167 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ 84 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ 32 \\ + 59 \\ \hline \end{array}$$

$$\begin{array}{r} 648 \\ + 271 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ \times 8 \\ \hline \end{array}$$

Total digits correct

# Progress Monitoring

## Math 3

Probe 11

Mike

\_\_\_\_\_

\_\_\_\_\_

$$\begin{array}{r} 79 \\ - 49 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ 37 \\ + 71 \\ \hline 189 \end{array} 3$$

$$\begin{array}{r} 12 \\ + 4 \\ \hline 16 \end{array} 2$$

$$\begin{array}{r} 981 \\ \times 1 \\ \hline \end{array}$$

5

$$\begin{array}{r} 66 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ + 14 \\ \hline 73 \end{array} 2$$

$$\begin{array}{r} 62 \\ - 22 \\ \hline 40 \end{array} 2$$

$$\begin{array}{r} 69 \\ + 16 \\ \hline 85 \end{array} 2$$

6

$$\begin{array}{r} 888 \\ - 154 \\ \hline 734 \end{array} 3$$

$$\begin{array}{r} 11 \\ + 52 \\ \hline 63 \end{array} 2$$

$$\begin{array}{r} 4 \\ 1 \\ + 3 \\ \hline 8 \end{array} 1$$

$$\begin{array}{r} 29 \\ \times 1 \\ \hline \end{array}$$

6

$$\begin{array}{r} 38 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 655 \\ - 10 \\ \hline 645 \end{array} 3$$

$$\begin{array}{r} 12 \\ + 3 \\ \hline 15 \end{array} 2$$

$$\begin{array}{r} 62 \\ - 8 \\ \hline 54 \end{array}$$

5

22

$$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ 11 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 53 \\ \hline \end{array}$$

Total digits correct

\_\_\_\_\_

# Progress Monitoring Math 3

Probe 11

Mike P  
9-23-92

$$\begin{array}{r} 79 \\ -49 \\ \hline 30 \end{array} 2$$

$$\begin{array}{r} 81 \\ 37 \\ +71 \\ \hline 189 \end{array} 3$$

$$\begin{array}{r} 12 \\ +4 \\ \hline 16 \end{array} 2$$

$$\begin{array}{r} 981 \\ \times 1 \\ \hline \end{array}$$

7

$$\begin{array}{r} 66 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ +14 \\ \hline 73 \end{array} 1$$

$$\begin{array}{r} 62 \\ -22 \\ \hline 40 \end{array} 2$$

$$\begin{array}{r} 69 \\ +16 \\ \hline 85 \end{array} 2$$

5

$$\begin{array}{r} 888 \\ -154 \\ \hline 734 \end{array} 2$$

$$\begin{array}{r} 11 \\ +52 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 4 \\ 1 \\ +3 \\ \hline 8 \end{array} 2$$

$$\begin{array}{r} 29 \\ \times 1 \\ \hline \end{array}$$

2

$$\begin{array}{r} 38 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 655 \\ -10 \\ \hline 645 \end{array} 3$$

$$\begin{array}{r} 12 \\ +3 \\ \hline 15 \end{array} 2$$

$$\begin{array}{r} 62 \\ -8 \\ \hline 54 \end{array}$$

5

$$\begin{array}{r} 10 \\ +8 \\ \hline 18 \end{array} 2$$

$$\begin{array}{r} 35 \\ -2 \\ \hline 33 \end{array} 2$$

$$\begin{array}{r} 44 \\ 11 \\ +14 \\ \hline 69 \end{array} 2$$

$$\begin{array}{r} 41 \\ +53 \\ \hline 94 \end{array} 1$$

7  
—  
26

Total digits correct

Progress Monitoring

Math 3

Probe 19

Mike9-24-92

$$\begin{array}{r} 1 \\ 948 \\ + 537 \\ \hline 1485 \end{array} 4$$

$$\begin{array}{r} 59 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 12 \\ \hline 15 \end{array} 2$$

$$\begin{array}{r} 943 \\ - 505 \\ \hline 438 \end{array} 1$$

7

$$\begin{array}{r} 379 \\ - 22 \\ \hline 357 \end{array} 3$$

$$\begin{array}{r} 51 \\ 15 \\ + 53 \\ \hline 119 \end{array} 3$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array} 1$$

$$\begin{array}{r} 41 \\ \times 2 \\ \hline \end{array}$$

7

$$\begin{array}{r} 98 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 23 \\ \hline 36 \end{array} 2$$

$$\begin{array}{r} 81 \\ - 59 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 48 \\ \times 1 \\ \hline \end{array}$$

2

$$\begin{array}{r} 2 \\ 2 \\ + 4 \\ \hline 8 \end{array} 1$$

$$\begin{array}{r} 962 \\ - 75 \\ \hline 887 \end{array} 3$$

$$\begin{array}{r} 10 \\ 13 \\ + 33 \\ \hline 56 \end{array} 2$$

$$\begin{array}{r} 560 \\ + 411 \\ \hline 971 \end{array} 3$$

6

$$\begin{array}{r} 294 \\ - 74 \\ \hline 220 \end{array} 3$$

$$\begin{array}{r} 25 \\ 40 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 794 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 1 \\ \hline \end{array}$$

3

25

Total digits correct

---



# Progress Monitoring Math 3

Probe 2

Mike

9-29-12

$$\begin{array}{r} 11 \\ + 1 \\ \hline 12 \end{array} 2$$

$$\begin{array}{r} 77 \\ - 31 \\ \hline 46 \end{array} 2$$

$$\begin{array}{r} 948 \\ - 811 \\ \hline 137 \end{array} 3$$

$$\begin{array}{r} 17 \\ \times 3 \\ \hline \end{array}$$

7

$$\begin{array}{r} 35 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 9 \\ + 4 \\ \hline 22 \end{array} 2$$

$$\begin{array}{r} 12 \\ + 10 \\ \hline 22 \end{array} 2$$

$$\begin{array}{r} 487 \\ - 405 \\ \hline 82 \end{array} 2$$

6

$$\begin{array}{r} 28 \\ - 24 \\ \hline 04 \end{array} 1$$

$$\begin{array}{r} 6 \\ + 10 \\ \hline 16 \end{array} 2$$

$$\begin{array}{r} 30 \\ 16 \\ + 31 \\ \hline 77 \end{array} 2$$

$$\begin{array}{r} 41 \\ 84 \\ + 47 \\ \hline 172 \end{array} 3$$

8

$$\begin{array}{r} 1 \\ 740 \\ + 167 \\ \hline 907 \end{array} 2$$

$$\begin{array}{r} 1 \\ 44 \\ 84 \\ + 38 \\ \hline 166 \end{array} 3$$

$$\begin{array}{r} 95 \\ - 34 \\ \hline 61 \end{array} 2$$

$$\begin{array}{r} 73 \\ - 21 \\ \hline 52 \end{array} 2$$

9

$$\begin{array}{r} 40 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 68 \\ 32 \\ + 59 \\ \hline \end{array}$$

$$\begin{array}{r} 648 \\ + 271 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ \times 8 \\ \hline \end{array}$$

30

Total digits correct

\_\_\_\_\_

Progress Monitoring  
Math 3

Probe 12

Mike  
10-1-92

$$\begin{array}{r} 98 \\ -20 \\ \hline 78 \end{array} 2$$

$$\begin{array}{r} 52 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +65 \\ \hline 83 \end{array} 2$$

$$\begin{array}{r} 54 \\ 11 \\ +30 \\ \hline 95 \end{array} 2$$

6

$$\begin{array}{r} 71 \\ +21 \\ \hline 92 \end{array} 2$$

$$\begin{array}{r} 967 \\ -964 \\ \hline 003 \end{array} 1$$

$$\begin{array}{r} 22 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 654 \\ +868 \\ \hline 1522 \end{array} 4$$

7

$$\begin{array}{r} 74 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 326 \\ -70 \\ \hline 256 \end{array} 2$$

$$\begin{array}{r} 81 \\ +10 \\ \hline 91 \end{array} 2$$

$$\begin{array}{r} 98 \\ -48 \\ \hline 50 \end{array} 2$$

4

$$\begin{array}{r} 963 \\ -51 \\ \hline 912 \end{array} 3$$

$$\begin{array}{r} 83 \\ 3 \\ +17 \\ \hline 103 \end{array} 3$$

$$\begin{array}{r} 87 \\ -35 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 6 \\ +3 \\ \hline \end{array}$$

6  
23

$$\begin{array}{r} 22 \\ 51 \\ +24 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ +8 \\ \hline \end{array}$$

Total digits correct

\_\_\_\_\_

Progress Monitoring

Math 3

Probe 20

Mike10-7

$$\begin{array}{r} 3 \\ +72 \\ \hline 75 \end{array}$$

$$\begin{array}{r} 74 \\ -17 \\ \hline 57 \end{array}$$

$$\begin{array}{r} 33 \\ \times 2 \\ \hline 66 \end{array}$$

$$\begin{array}{r} 748 \\ -365 \\ \hline 383 \end{array}$$

5

$$\begin{array}{r} 2 \\ 1 \\ +0 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 959 \\ -15 \\ \hline 944 \end{array}$$

$$\begin{array}{r} 12 \\ 40 \\ +44 \\ \hline 96 \end{array}$$

$$\begin{array}{r} 69 \\ \times 1 \\ \hline 69 \end{array}$$

6

$$\begin{array}{r} 306 \\ -53 \\ \hline 253 \end{array}$$

$$\begin{array}{r} 42 \\ 65 \\ +60 \\ \hline 167 \end{array}$$

$$\begin{array}{r} 33 \\ \times 4 \\ \hline 132 \end{array}$$

$$\begin{array}{r} 87 \\ -65 \\ \hline 22 \end{array}$$

6

$$\begin{array}{r} 56 \\ -3 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 62 \\ \times 4 \\ \hline 248 \end{array}$$

$$\begin{array}{r} 350 \\ +289 \\ \hline 639 \end{array}$$

$$\begin{array}{r} 10 \\ +5 \\ \hline 15 \end{array}$$

7

$$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 24 \\ +29 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 32 \\ 10 \\ +43 \\ \hline 85 \end{array}$$

8

Total digits correct

32

Progress Monitoring

Math 3

Probe 15

Mike10-13

$$\begin{array}{r} 412 \\ + 552 \\ \hline 964 \end{array} \quad 3$$

$$\begin{array}{r} 598 \\ - 96 \\ \hline 502 \end{array} \quad 3$$

$$\begin{array}{r} 22 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 626 \\ + 248 \\ \hline 874 \end{array} \quad 3$$

9

$$\begin{array}{r} 11 \\ 158 \\ + 274 \\ \hline 432 \end{array} \quad 3$$

$$\begin{array}{r} 1 \\ 16 \\ + 47 \\ \hline 63 \end{array} \quad 2$$

$$\begin{array}{r} 64 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 895 \\ - 45 \\ \hline 850 \end{array} \quad 3$$

8

$$\begin{array}{r} 88 \\ - 87 \\ \hline 1 \end{array} \quad 1$$

$$\begin{array}{r} 13 \\ + 28 \\ \hline 41 \end{array}$$

$$\begin{array}{r} 294 \\ - 149 \\ \hline 145 \end{array} \quad 2$$

$$\begin{array}{r} 83 \\ \times 1 \\ \hline \end{array}$$

3

$$\begin{array}{r} 24 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ 236 \\ + 190 \\ \hline 426 \end{array} \quad 3$$

$$\begin{array}{r} 657 \\ - 42 \\ \hline 615 \end{array} \quad 3$$

$$\begin{array}{r} 831 \\ + 886 \\ \hline \end{array}$$

6

$$\begin{array}{r} 968 \\ - 858 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 58 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ 49 \\ + 82 \\ \hline \end{array}$$

---

 26

Total digits correct

---

Progress Monitoring

Math 3

Probe 25

Mike10-15

$$\begin{array}{r} 21 \\ + 57 \\ \hline 78 \end{array} 2$$

$$\begin{array}{r} 94 \\ - 92 \\ \hline 2 \end{array} 1$$

$$\begin{array}{r} 18 \\ \times 1 \\ \hline 18 \end{array} 2$$

$$\begin{array}{r} 424 \\ + 147 \\ \hline 571 \end{array} 3$$

8

$$\begin{array}{r} 76 \\ - 70 \\ \hline 6 \end{array} 1$$

$$\begin{array}{r} 70 \\ + 25 \\ \hline 95 \end{array} 2$$

$$\begin{array}{r} 66 \\ \times 2 \\ \hline 132 \end{array}$$

$$\begin{array}{r} 68 \\ - 46 \\ \hline 22 \end{array} 2$$

5

$$\begin{array}{r} 7 \\ 4 \\ + 7 \\ \hline 18 \end{array} 2$$

$$\begin{array}{r} 631 \\ + 134 \\ \hline 765 \end{array} 3$$

$$\begin{array}{r} 59 \\ - 43 \\ \hline 16 \end{array} 2$$

$$\begin{array}{r} 12 \\ + 12 \\ \hline 24 \end{array} 2$$

9

$$\begin{array}{r} 69 \\ - 49 \\ \hline 20 \end{array} 2$$

$$\begin{array}{r} 88 \\ + 16 \\ \hline 104 \end{array} 1$$

$$\begin{array}{r} 2 \\ 1 \\ + 4 \\ \hline 7 \end{array} 1$$

$$\begin{array}{r} 14 \\ \times 2 \\ \hline 28 \end{array}$$

4

$$\begin{array}{r} 14 \\ + 44 \\ \hline 58 \end{array} 2$$

$$\begin{array}{r} 86 \\ \times 1 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 530 \\ - 9 \\ \hline 521 \end{array}$$

$$\begin{array}{r} 37 \\ 40 \\ + 72 \\ \hline 149 \end{array}$$

2

Total digits correct

28

# Progress Monitoring

## Math 3

Probe 3

Mike

10-21

$$\begin{array}{r} 313 \\ - 9 \\ \hline 276 \end{array}$$

1

$$\begin{array}{r} 16 \\ \times 0 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 94 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ + 45 \\ \hline 85 \end{array}$$

2

3

$$\begin{array}{r} 17 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 621 \\ - 71 \\ \hline 650 \end{array}$$

2

$$\begin{array}{r} 255 \\ + 230 \\ \hline 485 \end{array}$$

3

$$\begin{array}{r} 270 \\ - 6 \\ \hline 276 \end{array}$$

1

6

$$\begin{array}{r} 53 \\ 3 \\ + 42 \\ \hline 98 \end{array}$$

2

$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$

2

$$\begin{array}{r} 156 \\ - 1 \\ \hline 155 \end{array}$$

3

$$\begin{array}{r} 7 \\ 20 \\ + 41 \\ \hline 68 \end{array}$$

2

9

$$\begin{array}{r} 0 \\ 2 \\ + 4 \\ \hline 6 \end{array}$$

1

$$\begin{array}{r} 7 \\ 56 \\ + 95 \\ \hline 158 \end{array}$$

3

$$\begin{array}{r} 759 \\ - 10 \\ \hline 749 \end{array}$$

3

$$\begin{array}{r} 4 \\ 3 \\ + 2 \\ \hline 9 \end{array}$$

1

8

$$\begin{array}{r} 81 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ - 5 \\ \hline 94 \end{array}$$

$$\begin{array}{r} 20 \\ + 43 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 110 \\ + 465 \\ \hline 575 \end{array}$$

3

3

29

Total digits correct

# Progress Monitoring Math 3

Probe 7

Mike

10-23

$$\begin{array}{r} 566 \\ + 400 \\ \hline \end{array}$$

3

$$\begin{array}{r} 86 \\ - 41 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ 82 \\ + 47 \\ \hline \end{array}$$

3

$$\begin{array}{r} 2 \\ 2 \\ + 5 \\ \hline \end{array}$$

1

7

$$\begin{array}{r} 11 \\ + 87 \\ \hline \end{array}$$

2

$$\begin{array}{r} 80 \\ - 75 \\ \hline \end{array}$$

1

$$\begin{array}{r} 937 \\ - 6 \\ \hline \end{array}$$

3

$$\begin{array}{r} 88 \\ 85 \\ + 73 \\ \hline \end{array}$$

2

8

$$\begin{array}{r} 3 \\ 3 \\ + 0 \\ \hline \end{array}$$

1

$$\begin{array}{r} 99 \\ - 11 \\ \hline \end{array}$$

2

$$\begin{array}{r} 89 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ 50 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \hline \end{array}$$

$$\begin{array}{r} 162 \\ + 327 \\ \hline \end{array}$$

$$\begin{array}{r} 989 \\ - 439 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ 19 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 746 \\ - 30 \\ \hline \end{array}$$

Total digits correct

# Progress Monitoring Math 3

Probe 24

Mike10-27

$$\begin{array}{r} 91 \\ -11 \\ \hline 80 \end{array} 2$$

$$\begin{array}{r} 134 \\ +100 \\ \hline 234 \end{array} 3$$

$$\begin{array}{r} 45 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ +48 \\ \hline 69 \end{array} 2$$

9

$$\begin{array}{r} 20 \\ +46 \\ \hline 66 \end{array} 2$$

$$\begin{array}{r} 978 \\ -722 \\ \hline 256 \end{array} 3$$

$$\begin{array}{r} 53 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ 31 \\ +34 \\ \hline 75 \end{array} 2$$

7

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ +45 \\ \hline 87 \end{array} 2$$

$$\begin{array}{r} 684 \\ -242 \\ \hline 442 \end{array} 2$$

$$\begin{array}{r} 442 \\ +404 \\ \hline 846 \end{array} 3$$

7

$$\begin{array}{r} 52 \\ -49 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 74 \\ +22 \\ \hline 96 \end{array} 2$$

$$\begin{array}{r} 972 \\ -730 \\ \hline 242 \end{array} 3$$

$$\begin{array}{r} 74 \\ \times 5 \\ \hline \end{array}$$

5

$$\begin{array}{r} 936 \\ +199 \\ \hline 1135 \end{array} 4$$

$$\begin{array}{r} 68 \\ -57 \\ \hline 11 \end{array} 2$$

$$\begin{array}{r} 21 \\ +54 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$$

6  
—  
34

Total digits correct



*Appendix 1*  
*Sample Teacher Directions*  
*and Student Protocols*

## SPECIFIC DIRECTIONS FOR READING

### 1-minute timing for all passage reading.

#### *Setting of Data Collection:*

Reading measures must be administered to students individually. Use the student booklet for data collection, give the student an unnumbered set of reading materials.

Ask the student their name and their reading teacher's name

**Record this information on the response form.**

#### *Directions for Passage Reading*

Say to the student:

*"When I say, 'Start,' begin reading aloud at the top of this page. Read across the page (Demonstrate by pointing). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?"*

Say "Start," and start your stopwatch.

Follow along on the copy of the passage/word list in the student booklet, marking the words that are read incorrectly. A list of error types is attached.

If a student comes to the end of a passage or word list before the time is up, point to the beginning of the passage or word list and say to the student, "Start again."

After one minute, say, "Stop" and place a bracket ( ] ) after the last word read. Then say to the student, "Thank you for reading."

Count the number of words read correctly and incorrectly; write the score at the top of the page.

## Reading Scoring

The most important piece of information is the number of words read correctly. *Reading fluency* is a combination of speed and accuracy.

1. **Words Read Incorrectly:** The following types of errors are counted: (a) mispronunciations, (b) substitutions, and (c) omissions. Further, words not read within 3 seconds are counted as errors.
  - *Mispronunciations:* Words that are misread. Dog for Dig.
  - *Substitutions:* Words that are substituted for the stimulus word; this is often inferred by a one-to-one correspondence between word orders. Dog for Cat.
  - *Omissions:* Words skipped or not read; if a student skips an entire line, each word is counted as an error.
2. **3-Second Rule:** If a student is struggling to pronounce a word or hesitates for 3 seconds, the student is told the word and it is counted as an error.
3. **Words Read Correctly:** Words read correctly are those words that are pronounced correctly, given the reading context.
  - The word, "read," must be pronounced, "reed," when presented in the context of, "He will read the book," not as "red."
  - Repetitions are not counted as incorrect.
  - Self-corrections within 3 seconds are counted as correctly read words.

Note: Hyphenated words (e.g. show-off) are counted as 2 words.

think <del>thick</del>	<b>mis-identification</b> (student decodes word incorrectly). Slash word and if possible, write word student said.
she <del>had</del> smiled	<b>omission</b> (student leaves out word). Circle word omitted
H <del>left</del>	<b>hesitation</b> (student doesn't decode word within 3 seconds) Tell student word and mark H over the word.
mom <del>mother</del>	<b>word substitution</b> (student uses word or similar meaning). Slash word and write word substituted.
<del>was</del> said/he	<b>reversal</b> (student says "was" for "saw" or "said he" for "he said"). Mark transposed part with a loop.
SC <del>dog</del>	<b>self-correct</b> (student says "dot," then self-corrects and says "dog"). Write SC or C over the word.
once he ^ said	<b>insertion</b> (student adds word). Mark a caret and write in word added.
he <u>was</u> very	<b>repetition</b> (student repeats word or phrase more than once). Underline word or phrase repeated with wavy line.

Specific error types and conventional markings used in this assessment.

## Example Grade 3 Oral Reading Fluency Measure

Name \_\_\_\_\_ Date \_\_\_\_\_

Number of words read Correctly \_\_\_\_\_

3-A

Of all the houses that I know, I like my	10
grandpa's best. My friend Peter has a new glass	19
house with pebble path gardens that go nowhere.	27
And Maggie lives next door in an old wooden	36
house with rooms behind rooms, all with carved	44
doors and brass doorknobs. They are fine houses.	52
But Grandpa's house is my favorite. Because I see it	62
through Grandpa's eyes.	65
Grandpa is blind. He doesn't see the house the	74
way I do. He has his own way of seeing.	84
"Good morning, John."	87
"Where's Nana?" I ask him.	92
"Don't you know?" he says, bending and	99
stretching. Close your eyes, John, and look	106
through my eyes. I close my eyes. Down below, I	116
hear the banging of pots and the sound of water	126
running that I didn't hear before.	132
"Nana is in the kitchen, making breakfast," I	140
say. When I open my eyes again, I can see	150
Grandpa nodding at me. He is tall with dark gray	160
hair. His eyes are sharp blue even though they	169
are not sharp seeing.	173
I exercise with Grandpa. Up and down. Then	181
I try to exercise with my eyes closed.	189
"One, two," says Grandpa, "three, four."	195
"Wait!" I cry. I'm still on one, two when	204
Grandpa is on three, four. I fall sideways. Three	213
times. Grandpa laughs as he hears my thumps on	222
the carpet.	224
"Breakfast!" calls Nana from downstairs.	229
"I smell eggs frying," says Grandpa. He bends	237
his head close to mine. "And buttered toast."	245
The wooden banister on the stairway has been	253
worn smooth from Grandpa running his fingers up	261
and down.	263

## Example Grade 4 Oral Reading Fluency Measure

Name \_\_\_\_\_ Date \_\_\_\_\_

Number of words read Correctly \_\_\_\_\_

4-B

Margie even wrote about it that night in her  
diary. On the page headed May 17, 2157, she wrote  
"Today Tommy found a real book!"

It was a very old book. Margie's grandfather  
once said that when he was a little boy his  
grandfather told him that there was a time when  
all stories were printed on paper

They turned the pages, which were yellow  
and crinkly, and it was awfully funny to read words  
that stood still instead of moving the way they were  
supposed to — on a screen, you know. And then,  
when they turned back to the page before, it had  
the same words on it that it had had when they  
read it the first time

"Gee," said Tommy, "what a waste. When  
you're through with the book, you just throw it  
away, I guess. Our television screen must have  
had a million books on it and it's good for plenty  
more. I wouldn't throw it away."

"Same with mine," said Margie. She was  
eleven and hadn't seen as many telebooks as  
Tommy had. He was thirteen.

She said, "Where did you find it?"

"In my house," he pointed without looking,  
because he was busy reading. "In the attic."

"What's it about?"

"School."

Margie was scornful. "School? What's there  
to write about school? I hate school."

## Example Grade 5 Oral Reading Fluency Measure

Name \_\_\_\_\_ Date \_\_\_\_\_

Number of words read Correctly \_\_\_\_\_

5-A

Ida Early came over the mountains. Or else she	9
came around them. Randall Sutton never was sure	17
which. He just knew that early one Saturday morning	26
in mid-July someone had rapped on the door, and	36
when he opened it, there she stood.	43
“Howdy-do!” she said, flinging out her arms	51
as if she expected him to rush into them. She looked	62
for all the world like a telephone pole and seemed	72
almost as tall. At the same time she reminded him	82
of someone, but he couldn’t remember who. Her face	91
was plain, her complexion ruddy, and her hair light	100
brown and stringy. She was not a real young person;	110
Randall could tell that she was well out of her teens.	121
Nor was she old, certainly not as old as his father,	132
who was thirty-four. She wore a patchwork shirt,	141
a baggy brown sweater, and overalls. The elbows	149
of the sweater and the knees of the overalls had	159
been reinforced with scraps of canvas. Her shoes	167
were brogans—clod hoppers, they were called—	174
and a small buckeye dangled from one of the laces.	184
A buckeye was said to bring good luck.	192
Randall didn’t say anything, and his father,	199
who had followed him to the door, only nodded.	208
Ida Early stood there grinning. At the outset of	217
the Depression, people had stopped occasionally	223
to ask for a handout—food or old clothes. But	233
times were a little better now, and there were	242
seldom beggars at the door. And none of them ever	252
stood grinning as if awaiting a special welcome.	260
Finally Mr. Sutton asked, “Is there anything we can	269
do for you?”	272
“Let me think, she said brushing away a corn	281
shuck from above her left ear.	287

### SCORING READING ORAL RETELL RULES AND DIRECTIONS

Three different markers are used to score student oral retells. The same procedure is used for the unprompted and prompted retells the student is asked to complete.

The number of *Story Grammar Elements* the student includes in their passage retell is the first measure. Regardless of the ordering in story retell, credit the student for any mention of story grammar elements. These elements are defined as follows:

- Character(s): Any mention, by name or description, of the character(s) in the passage.
- Place/Setting: A description or labeling of the place in which the story took place (i.e., the forest, space, the city, an apartment, house, playground, ...).
- Time: When the story happened. This includes notations of past, present, and future. Additionally, *Time* can refer to the time of day during which the story happened, e.g, morning, afternoon, night; or day, and night, etc.
- Problem: Student mention of a conflict that the character(s) must resolve in the story.
- Goal: Notation of the characters objective: something the characters are trying to do in the story, usually related to the problem or conflict.
- Action: This category includes any events that occur as the character(s) attempt to reach their goal.
- Outcome: Outcome refers to the end result of the story. Did the character(s) reach their goal? What was learned as a result of the story? What happened to the characters as a result of the action and problems? etc.

## Directions

1. Prior to scoring the student retell, the instructor will need to read through the story and indicate in the **Tchr Rate** box if the story does contain that element (this is most likely to vary for the elements of time and place).
2. As the student completes the retell place a check mark (✓) in the **Student** box for each element mentioned as the passage is retold.
3. Simultaneously, indicate in the **Richness of Response** box the degree to which the student describes the element in detail. For example, if the student mentions a character as "a boy" (just the noun) that would probably receive a 1- *basic*, if the student says "a little, blond boy" (the noun plus descriptive words,) that would probably receive a 3 or 4 - *descriptive wording*.

Element	Tchr Rate	Student	Richness of Response	
UNPROMPTED RETELL			Basic simple	Detailed descriptive wording
Character			1-----2-----3-----4	
Time			1-----2-----3-----4	
Place			1-----2-----3-----4	
Problem			1-----2-----3-----4	
Goal			1-----2-----3-----4	
Action			1-----2-----3-----4	
Outcome			1-----2-----3-----4	
<b>TOTALS</b>	0	/		

### Idea Units:

The final unit of measure for the prompted and unprompted retells will be *idea units*. Each story will be written in idea units (defined below) prior to asking the student to complete a retell. The scorer/teacher will merely check off each idea unit noted during the prompted and unprompted retell.

**IDEA UNIT :** An idea and/or place within the passage where readers might pause.

**SCORING:** The student may paraphrase or directly recall the idea unit in the passage to receive a score. The number of distinct verbatim or paraphrased idea units stated will be divided by the number of idea units in the passage to arrive at a percentage of idea units recalled.



**PROCEDURES:** A protocol sheet for each passage must be developed independent of the student retells. The passage will be rewritten with each idea unit comprising a line of writing on the protocol. A column of lines will precede and follow each idea unit as written. As the student completes the unprompted retell, the teacher/scorer will indicate if an idea unit has been mentioned by placing a checkmark (✓) on that line in front of the idea unit. The same procedure will be used for the prompted retell, in this case the scorer will mark the line behind the idea unit.

A percentage of idea units recalled will be calculated for each retell (prompted and unprompted). Divide the number of idea units recalled (checked off) by the number of idea units identified in the actual passage to arrive at *percentage of idea units recalled*.

### Example Idea Unit Protocol

Unprompted  
Retell

Prompted  
Retell

----- there was a small bug that did not have a home -----

----- he went to live in a tall tree -----

----- but a big eagle said this is my tall tree  
go look for another home -----

----- then the bug lived in a hole -----

----- but a mole said that's my hole  
go look for another home -----

Name \_\_\_\_\_ Date \_\_\_\_\_ Story \_\_\_\_\_ 58

Element		Tchr	Rate	St.	Response	Richness
UNPROMPTED RETELL					Basic	Detailed
					simple	descriptive wdg
Character					1 - - 2 - - 3 - - 4	
Time					1 - - 2 - - 3 - - 4	
Place					1 - - 2 - - 3 - - 4	
Problem					1 - - 2 - - 3 - - 4	
Goal					1 - - 2 - - 3 - - 4	
Action					1 - - 2 - - 3 - - 4	
Outcome					1 - - 2 - - 3 - - 4	
TOTAL		Ø	/			

Element	Tchr Rate	St.	Response	Richness
PROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character			1 - -	2 - - - 3 - - 4
Time			1 - -	2 - - - 3 - - 4
Place			1 - -	2 - - - 3 - - 4
Problem			1 - -	2 - - - 3 - - 4
Goal			1 - -	2 - - - 3 - - 4
Action			1 - -	2 - - - 3 - - 4
Outcome			1 - -	2 - - - 3 - - 4
TOTAL	Ø	/		

Number of words said in unprompted retell \_\_\_\_\_ Percent of idea units in prompted retell \_\_\_\_\_

Percent of idea units in prompted retell \_\_\_\_\_

\*\*\*\*\*

Unpr	Idea Units	Prompt
	what did the little girl take from the pouch?	
	could she get the yellow mud from her hands?	
	could her mother get the yellow mud from her hands?	
	the girl cried and cried.	
	then she said, "mother, I told you some lies."	
	I did not sleep in the grass.	
	I went to the top of the tall mountain.	
	and I did not find the pouch on the ground.	
	a funny elf gave it to me."	
	the girl told her mother all about the funny house and the elf.	
	and when she looked at her hands, she saw they were clean.	
	her mother said, "where did the mud go?"	
	"I don't see it any where, "the girl said.	
	she looked to see if there was more mud inside the pouch.	
	and what do you think was inside the pouch?	

[illegible]

## RETELL SCORING SUMMARY

Name \_\_\_\_\_ Date \_\_\_\_\_ Story \_\_\_\_\_ 67

Tchr \_\_\_\_\_

Tchr \_\_\_\_\_

Element Rate St. Response Richness

UNPROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character			1 - - 2 - - 3 - - 4	
Time			1 - - 2 - - 3 - - 4	
Place			1 - - 2 - - 3 - - 4	
Problem			1 - - 2 - - 3 - - 4	
Goal			1 - - 2 - - 3 - - 4	
Action			1 - - 2 - - 3 - - 4	
Outcome			1 - - 2 - - 3 - - 4	
TOTAL	0	/		

Element Rate St. Response Richness

PROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character			1 - - 2 - - 3 - - 4	
Time			1 - - 2 - - 3 - - 4	
Place			1 - - 2 - - 3 - - 4	
Problem			1 - - 2 - - 3 - - 4	
Goal			1 - - 2 - - 3 - - 4	
Action			1 - - 2 - - 3 - - 4	
Outcome			1 - - 2 - - 3 - - 4	
TOTAL	0	/		

Number of words said in unprompted retell \_\_\_\_\_

Percent of idea units in prompted retell \_\_\_\_\_

Percent of idea units in prompted retell \_\_\_\_\_

\*\*\*\*\*

Unpr	Idea Units	Prompt
	one day the tall man and his dog went for a walk to the lake.	
	the dog said, "I hate to walk, walk, walk,	
	but I love to talk, talk, talk."	
	the tall man said, "go jump in the lake."	
	the dog sat down.	
	then she said, "you can swim around, around, around.	
	I'll stay on the ground, ground, ground."	
	the tall man became very mad.	
	he said, "dogs love to swim.	
	so let's go for a swim."	
	the dog said, "you can swim if you wish, wish, wish.	
	but I don't like to be with fish, fish, fish."	
	so the tall man went swimming and the dog stayed on the ground.	
	soon the tall man came out of the lake.	
	he said, "now let's have something to eat.	
	look around for some fire wood."	

Unpr	Idea Units	Prompt
	the dog said, "I love to eat things that are good, good, good.	
	but I hate to go hunting for wood, wood, wood."	
	the tall man said, "if you don't get wood, you can't have anything to eat."	
	so the dog looked for wood.	
	when she found a big pile of wood, she called the tall man.	
	the tall man took the wood and made a big fire.	
	then the tall man began to cook beans and meat.	
	the dog sat and looked at the food.	
	then all at once, the dog yelled, "over there, there, there.	
	I see a bear, bear, bear."	
	the tall man jumped into the lake.	
	the dog ate all of the beans and meat.	
	the dog said, "I gave the tall man a scare, scare, scare.	
	there was no bear over there, there, there. ho, ho."	
	the end	

## RETELL SCORING SUMMARY

Name \_\_\_\_\_ Tchr \_\_\_\_\_ Date \_\_\_\_\_

Story \_\_\_\_\_ 70 \_\_\_\_\_ Tchr \_\_\_\_\_

Element	Rate	St.	Response	Richness
UNPROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character			1 - - 2 - - - 3 - - 4	
Time			1 - - 2 - - - 3 - - 4	
Place			1 - - 2 - - - 3 - - 4	
Problem			1 - - 2 - - - 3 - - 4	
Goal			1 - - 2 - - - 3 - - 4	
Action			1 - - 2 - - - 3 - - 4	
Outcome			1 - - 2 - - - 3 - - 4	
TOTAL	0	/		

Element	Rate	St.	Response	Richness
PROMPTED RETELL			Basic simple	Detailed descriptive wdg
Character			1 - - 2 - - - 3 - - 4	
Time			1 - - 2 - - - 3 - - 4	
Place			1 - - 2 - - - 3 - - 4	
Problem			1 - - 2 - - - 3 - - 4	
Goal			1 - - 2 - - - 3 - - 4	
Action			1 - - 2 - - - 3 - - 4	
Outcome			1 - - 2 - - - 3 - - 4	
TOTAL	0	/		

Number of words said in unprompted retell \_\_\_\_\_

Percent of idea units in prompted retell \_\_\_\_\_

Percent of idea units in prompted retell \_\_\_\_\_

\*\*\*\*\*

Unpr	Idea Units	Prompt
	when sandy counted the cars on her way to school,	
	there were one hundred cars in the train.	
	when she counted the cars after school,	
	there were ninety-nine cars.	
	one car was missing.	
	sandy said, "I must think about this."	
	there were fifty red cars and fifty yellow cars.	
	but now there are not fifty red cars.	
	one red car is missing."	
	sandy walked next to the rail road track.	
	soon she came to a shed.	
	there were rail road tracks that led to the shed.	
	sandy said to herself, "I will find out what is in that shed."	
	so sandy followed the tracks to the shed.	
	she looked inside to shed and saw a red train car standing on the tracks.	

Unpr	Idea Units	Prompt
	the car door was open.	
	sandy looked around.	
	now one was around.	
	so sandy ran over to the door of the red car and looked inside.	
	the car was filled with TV sets.	
	she said to herself, "I found the car with the TV sets."	
	sandy was all set to run back to tell someone that she had found the missing car.	
	but just then there was a sound near her.	
	it was the sound of foot steps.	
	more to come	

## RETELL SCORING SUMMARY

Name \_\_\_\_\_ Date \_\_\_\_\_ Story \_\_\_\_\_ 73

Tchr		Element		Rate	St.	Response		Richness	
						Basic	Detailed		
						simple	descriptive	wdg	
UNPROMPTED		RETELL							
Character						1 -	2 -	- 3 -	- 4
Time						1 -	2 -	- 3 -	- 4
Place						1 -	2 -	- 3 -	- 4
Problem						1 -	2 -	- 3 -	- 4
Goal						1 -	2 -	- 3 -	- 4
Action						1 -	2 -	- 3 -	- 4
Outcome						1 -	2 -	- 3 -	- 4
TOTAL				0	/				

Tchr		Element		Rate	St.	Response		Richness	
						Basic	Detailed		
						simple	descriptive	wdg	
PROMPTED		RETELL							
Character						1 -	2 -	- 3 -	- 4
Time						1 -	2 -	- 3 -	- 4
Place						1 -	2 -	- 3 -	- 4
Problem						1 -	2 -	- 3 -	- 4
Goal						1 -	2 -	- 3 -	- 4
Action						1 -	2 -	- 3 -	- 4
Outcome						1 -	2 -	- 3 -	- 4
TOTAL				0	/				

Number of words said in unprompted retell \_\_\_\_\_

Percent of idea units in prompted retell \_\_\_\_\_

Percent of idea units in prompted retell \_\_\_\_\_

\*\*\*\*\*

Unpr	Idea Units	Prompt
	sandy ran up to the cop.	
	she told him that she had found the missing train car..	
	one man said, "will you get out of here, little girl?"	
	can't you see that we are talking?"	
	sandy said, "but I found the train car that is missing."	
	the woman said, "there is no missing train car."	
	sandy said, "but there is a car missing and I found it."	
	then sandy told them all about the missing car.	
	after she told what had happened,	
	the cop said, "I think there were one hundred cars in that train."	
	how can we check it?"	
	one man said, "that's easy. I'll get big bill."	
	he counts the cars on every train that comes in here."	
	that man left.	
	soon he came back with another man.	

Unpr	Idea Units	Prompt
	as he walked back with the other man he shouted, "big bill counted the cars."	
	he says that there are ninety-nine cars."	
	sandy looked at big bill,	
	and big bill looked at sandy.	
	big bill was the man who had stopped her outside the shed.	
	more to come.	

## RETELL SCORING SUMMARY

Name \_\_\_\_\_

Date \_\_\_\_\_

Story \_\_\_\_\_ 76

Element		Tchr	Rate	St.	Response	Richness
UNPROMPTED RETELL						Basic
						simple
						Detailed
						descriptive wdg
Character						1 - - 2 - - - 3 - - 4
Time						1 - - 2 - - - 3 - - 4
Place						1 - - 2 - - - 3 - - 4
Problem						1 - - 2 - - - 3 - - 4
Goal						1 - - 2 - - - 3 - - 4
Action						1 - - 2 - - - 3 - - 4
Outcome						1 - - 2 - - - 3 - - 4
TOTAL	0	/				

Element		Tchr	Rate	St.	Response	Richness
PROMPTED RETELL						Basic
						simple
						Detailed
						descriptive wdg
Character						1 - - 2 - - - 3 - - 4
Time						1 - - 2 - - - 3 - - 4
Place						1 - - 2 - - - 3 - - 4
Problem						1 - - 2 - - - 3 - - 4
Goal						1 - - 2 - - - 3 - - 4
Action						1 - - 2 - - - 3 - - 4
Outcome						1 - - 2 - - - 3 - - 4
TOTAL	0	/				

Number of words said in unprompted retell \_\_\_\_\_

Percent of idea units in prompted retell \_\_\_\_\_

Percent of idea units in prompted retell \_\_\_\_\_

\*\*\*\*\*

Unpr	Idea Units	Prompt
	sam liked to make things.	
	he liked to make toy cars.	
	so he went to the store and got a toy car kit.	
	his mom said, "that kit has the parts of a car.	
	you have to read and find out how to fit the parts.	
	so that they make a car."	
	sam said, "I will do that."	
	so sam began to read the paper that came with the car kit.	
	then he began to fit the parts to make a car.	
	soon he had a toy car.	
	his mom said, "that is a fine car.	
	you are good at reading and at making things."	
	sam did not like to make the same thing again.	
	he said, "I will not make other cars.	
	I will make something else."	
	so he went to the store and got a kite kit.	

Unpr	Idea Units	Prompt
	when he got home, he showed his mom the kite kit.	
	his mom said, "that kit has a lot of parts in it.	
	you will have to read the paper that comes with the kit.	
	to find out how to make the kite.:"	
	sam looked inside the kit.	
	then he said, "what paper?	
	there is no paper in this kit."	
	sam's mom said, "that is too bad.	
	how will you make the kite if there is no paper in the kit?"	
	sam said, "I will go back to the store and get a paper	
	that tells how to make a kite from these parts."	
	when sam got to the store, the man in the store said, "I don't have other papers that tell how to make kites."	
	sam asked, "how can I make a kite if I don't have the paper?"	
	the man said, "you will have to do the best you can."	
	sam was not happy.	
	he went home and looked at all the parts in the kite kit.	

## SPECIFIC DIRECTIONS FOR SPELLING

*Words are dictated at:*

10-second intervals for first second and third grade      1, 2, & 3

8-second intervals for fourth and fifth grade      4 & 5

*Setting of Data Collection:*

The spelling measures are to be administered to students in groups.

**Directions**

Say to the student:

*"You should have your spelling paper with numbered lines on it and a pencil on your desk. Please write your name and today's date at the top of the page." (MONITOR TO SEE THAT STUDENTS HAVE THE CORRECT MATERIALS.) "I want you to write some spelling words for me. I will say a new word every \_\_\_\_ seconds. Each word will be stated 3 times. When I say a word, you spell it on the page in front of you. When I say the next word, start writing it even if you haven't finished the last one; move on to each word as it is presented. Don't ask to have the word repeated. Are there any questions? Let's start."*

Say the first word and start your stopwatch.

Say a new word according to the timeline specified.

Do not respond to student questions (e.g, "What word was that?")

After dictated all words within the specified time period, say, *"Stop. Put your pencils down."*

## Spelling Assessment Materials

Each list contains the spelling word on the left side a phrase in which the word is used to the right of the spelling word, and the word on the right side.

Each measurement is two minutes in length and group administered. The format of presentation includes a rolling dictation of \_\_ seconds.

### Procedures

Be sure that at the start of the testing the room is quiet and free from distraction.

All students should have a spelling response form and a pencil. Have them put their name, teacher's name, grade, and school at the top of each sheet.

Give the directions *verbatim* for the first administration (see page 94).

Each word will be presented every \_\_ seconds. *Do not* answer any question or respond to student comments, (i.e. "Slow down"), during the dictation of the words. The presentation for each word should include the word in isolation, then the phrase, and finally the word in isolation again. All of this must be done within the \_\_ second interval. This format may require two people to administer the test: One person needs to run the stop watch and provide a hand signal every \_\_ seconds; the other person will begin the presentation of each word with the hand signal. Words will be presented for approximately two minutes.

When the first spelling task is completed, have the students turn their paper over and get ready for the next task. Be sure the room is silent prior to beginning. A short (30 second) rest between tasks may be beneficial to break the tight pace of this task. To begin the next task, simply present the first word. The person running the watch will take this cue to begin timing.

Count the number of: (a) letters in correct sequences, and (b) correctly spelled words.

### Directions for Scoring Letters in Correct Sequence

This method focuses on every pair of letters which appear correctly together.

e.g., . Spell, *direct*

1. Every word must have a beginning letter, which implicitly means that no other letter appears prior to the first. That is, there is a blank space at the beginning of the word. If the word begins with a "d", place a carat (inverted V) over the blank space and the "d":

\_\_\_\_\_ ^d



2. If the next letter to follow "d" is an "i", the two letters "d i" are in the correct sequence; place a carat so it joins the "d" and the "i":

\_\_\_\_\_ ^d ^i

3. If the next letter is an "r", again the two letters "i r" are in correct sequence. Repeat step 2 for letters "i r":

\_\_\_\_\_ ^d ^i ^r

4. This process is repeated for each pair of letters until the entire word is scored. As in the blank space implicit in the beginning each word, the word must end in the correct letter being followed by a blank space.

The following is the correct way to score the entire word — *direct*:

\_\_\_\_\_ ^d ^i ^r ^e ^c ^t ^ \_\_\_\_\_

As can be seen, with the correct spelling there are 7 letters in correct sequence. *For any word that is spelled correctly, there will be one more carat (letter in correct sequence) than there are letters in the word.* As in this example, the word, *direct*, has six letters in it. Therefore, there will be 7 letters in correct sequence if the word is spelled correctly in its entirety. This is because of the point given for beginning and ending the word correctly.

Further example: A misspelling of the word, *direct*, as "**direkt**":

\_\_\_\_\_ ^d ^i ^r ^e k t ^ \_\_\_\_\_

There are 5 letters in correct sequence and 2 in incorrect sequence.

Spelling List  
First Grade

<u>Time</u>	<u>Word</u>	<u>Phrase</u>	<u>Word</u>	<u>Correct Letters</u>
1. (0)	<b>the</b>	<b>the</b> cat is white	<b>the</b>	4
2. (10)	<b>and</b>	Mike <b>and</b> Jeff ran	<b>and</b>	4
3. (20)	<b>is</b>	<b>is</b> that you	<b>is</b>	3
4. (30)	<b>not</b>	<b>not</b> today	<b>not</b>	4
5. (40)	<b>he</b>	<b>he</b> is fine	<b>he</b>	3
6. (50 )	<b>was</b>	<b>was</b> he okay	<b>was</b>	4
7. (1:00) or (60)	<b>it</b>	<b>it</b> happened here	<b>it</b>	3
8. (1:10)	<b>which</b>	<b>which</b> coat is yours	<b>which</b>	6
9. (1:20)	<b>on</b>	write <b>on</b> the paper	<b>on</b>	3
10. (1:30)	<b>her</b>	<b>her</b> dress is pretty	<b>her</b>	4
11. (1:40)	<b>all</b>	<b>all</b> people are here	<b>all</b>	4
12. (1:50)	<b>as</b>	<b>as</b> tall as me	<b>as</b>	3
13. (2:00)	<b>one</b>	<b>one</b> more time	<b>one</b>	4
14. (2:10)	<b>we</b>	<b>we</b> work hard	<b>we</b>	3
15. (2:20)	<b>my</b>	<b>my</b> books	<b>my</b>	3
16. (2:30)	<b>an</b>	<b>an</b> alligator	<b>an</b>	3
17. (2:40)	<b>at</b>	<b>at</b> school	<b>at</b>	3

Spelling List  
Second Grade

<u>Time</u>	<u>Word</u>	<u>Phrase</u>	<u>Word</u>	<u>Correct Letters</u>
1. (0)	<b>sock</b>	my <b>sock</b> is white	<b>sock</b>	5
2. (10)	<b>drawing</b>	that <b>drawing</b> is great	<b>drawing</b>	8
3. (20)	<b>sick</b>	being <b>sick</b> is not fun	<b>sick</b>	5
4. (30)	<b>stir</b>	<b>stir</b> the soup	<b>stir</b>	5
5. (40)	<b>stay</b>	<b>stay</b> in bed	<b>stay</b>	
6. (50)	<b>mind</b>	I <b>mind</b> the teacher	<b>mind</b>	5
7. (60) or (1:00)	<b>sit</b>	<b>sit</b> here please	<b>sit</b>	4
8. (1:10)	<b>keep</b>	<b>keep</b> on the sidewalk	<b>keep</b>	5
9. (1:20)	<b>eight</b>	I am <b>eight</b> years old	<b>eight</b>	6
10. (1:30)	<b>girl</b>	that <b>girl</b> is pretty	<b>girl</b>	5
11. (1:40)	<b>fun</b>	it's <b>fun</b> to ski	<b>fun</b>	4
12. (1:50)	<b>cries</b>	she <b>cries</b> a lot	<b>cries</b>	6
13. (2:00)	<b>looked</b>	he <b>looked</b> surprised	<b>looked</b>	7
14. (2:10)	<b>silly</b>	that <b>silly</b> clown laughed	<b>silly</b>	6
15. (2:20)	<b>hiding</b>	he's <b>hiding</b> from me	<b>hiding</b>	7
16. (2:30)	<b>went</b>	we <b>went</b> shopping	<b>went</b>	5
17. (2:40)	<b>farmyard</b>	the <b>farmyard</b> is big	<b>farmyard</b>	9

Spelling List  
Third Grade

<u>Time</u>	<u>Word</u>	<u>Phrase</u>	<u>Word</u>	<u>Correct Letters</u>
1. (0)	<b>early</b>	come <b>early</b> to the party	<b>early</b>	6
2. (10)	<b>lifting</b>	<b>lifting</b> can hurt your back	<b>lifting</b>	8
3. (20)	<b>would</b>	<b>would</b> you help me?	<b>would</b>	6
4. (30)	<b>balloon</b>	my <b>balloon</b> popped	<b>balloon</b>	8
5. (40)	<b>around</b>	walk <b>around</b> the desk	<b>around</b>	7
6. (50)	<b>universe</b>	the <b>universe</b> is huge	<b>universe</b>	9
7. (1:00)	<b>care</b>	I <b>care</b> about you	<b>care</b>	5
8. (1:10)	<b>winter</b>	<b>winter</b> is usually cold	<b>winter</b>	7
9. (1:20)	<b>degrees</b>	100 <b>degrees</b> is hot	<b>degrees</b>	8
10. (1:30)	<b>afraid</b>	Joe is <b>afraid</b> of heights	<b>afraid</b>	7
11. (1:40)	<b>blossom</b>	a cherry <b>blossom</b> is pretty	<b>blossom</b>	8
12. (1:50)	<b>canoe</b>	that <b>canoe</b> is long	<b>canoe</b>	6
13. (2:00)	<b>chord</b>	the <b>chord</b> is tied in a knot	<b>chord</b>	6
14. (2:10)	<b>property</b>	her <b>property</b> has a lake	<b>property</b>	9
15. (2:20)	<b>while</b>	wait <b>while</b> I finish	<b>while</b>	
16. (2:30)	<b>danger</b>	the <b>danger</b> was radiation	<b>danger</b>	7
17. (2:40)	<b>stroke</b>	the <b>stroke</b> of midnight sounded	<b>stroke</b>	7

Spelling List  
Fourth Grade

<u>Time</u>	<u>Word</u>	<u>Phrase</u>	<u>Word</u>	<u>Correct Letters</u>
1. (0)	<b>knitting</b>	he's <b>knitting</b> a scarf	<b>knitting</b>	9
2. (8)	<b>rent</b>	we <b>rent</b> an apartment	<b>rent</b>	5
3. (16)	<b>weight</b>	the <b>weight</b> is too much	<b>weight</b>	7
4. (24)	<b>hurry</b>	<b>hurry</b> or you'll be late	<b>hurry</b>	6
5. (32)	<b>nursery</b>	a <b>nursery</b> is for babies	<b>nursery</b>	8
6. (40)	<b>bare</b>	<b>bare</b> skin can get burned	<b>bare</b>	5
7. (48)	<b>invisible</b>	the <b>invisible</b> man is scary	<b>invisible</b>	10
8. (56)	<b>garlic</b>	<b>garlic</b> grows in the ground	<b>garlic</b>	7
9. 1:04)	<b>copy</b>	don't <b>copy</b> your neighbor	<b>copy</b>	5
10. (1:12)	<b>saddest</b>	Sue was <b>saddest</b> of all	<b>saddest</b>	7
11. (1:20)	<b>blizzard</b>	that <b>blizzard</b> was awful	<b>blizzard</b>	9
12. (1:28)	<b>meteor</b>	a <b>meteor</b> shower	<b>meteor</b>	7
13. (1:36)	<b>enjoy</b>	<b>enjoy</b> the holiday	<b>enjoy</b>	6
14. (1:44)	<b>forgot</b>	I <b>forgot</b> my homework	<b>forgot</b>	7
15. (1:52)	<b>numeral</b>	that <b>numeral</b> is twenty	<b>numeral</b>	8
16. (2:00)	<b>nicest</b>	the <b>nicest</b> principal	<b>nicest</b>	7
17. (2:08)	<b>expensive</b>	<b>expensive</b> rings are rare	<b>expensive</b>	10

Spelling List  
Fifth Grade

<u>Time</u>	<u>Word</u>	<u>Phrase</u>	<u>Word</u>	<u>Correct Letters</u>
1. (0)	<b>nightmare</b>	that <b>nightmare</b> woke me	<b>nightmare</b>	10
2. (8)	<b>pillar</b>	a <b>pillar</b> holds up the porch	<b>pillar</b>	7
3. (16)	<b>greetings</b>	<b>greetings</b> mean hello	<b>greetings</b>	10
4. (24)	<b>knowledge</b>	her <b>knowledge</b> is great	<b>knowledge</b>	10
5. (32)	<b>cell</b>	a <b>cell</b> is small	<b>cell</b>	5
6. (40)	<b>inaccurate</b>	an <b>inaccurate</b> answer is wrong	<b>inaccurate</b>	11
7. (48)	<b>beliefs</b>	his <b>beliefs</b> were strong	<b>beliefs</b>	8
8. (56)	<b>future</b>	the <b>future</b> is tomorrow	<b>future</b>	7
9. 1:04)	<b>prayer</b>	a <b>prayer</b> can be silent	<b>prayer</b>	7
10. (1:12)	<b>exaggerate</b>	don't <b>exaggerate</b> the truth	<b>exaggerate</b>	11
11. (1:20)	<b>cologne</b>	<b>colone</b> smells good	<b>colone</b>	7
12. (1:28)	<b>vein</b>	a <b>vein</b> carries blood	<b>vein</b>	5
13. (1:32)	<b>eclipse</b>	the <b>eclipse</b> of the moon	<b>eclipse</b>	7
14. (1:44)	<b>casserole</b>	Mom's <b>casserole</b> is best	<b>casserole</b>	10
15. (1:52)	<b>preschool</b>	Donny's <b>preschool</b> is fun	<b>preschool</b>	10
16. (2:00)	<b>soaring</b>	the <b>soaring</b> eagle flew	<b>soaring</b>	8
17. (2:08)	<b>surely</b>	you <b>surely</b> don't mean that	<b>surely</b>	7

## SPELLING

Name \_\_\_\_\_ Date \_\_\_\_\_

1. \_\_\_\_\_ 10. \_\_\_\_\_

2. \_\_\_\_\_ 11. \_\_\_\_\_

3. \_\_\_\_\_ 12. \_\_\_\_\_

4. \_\_\_\_\_ 13. \_\_\_\_\_

5. \_\_\_\_\_ 14. \_\_\_\_\_

6. \_\_\_\_\_ 15. \_\_\_\_\_

7. \_\_\_\_\_ 16. \_\_\_\_\_

8. \_\_\_\_\_ 17. \_\_\_\_\_

9. \_\_\_\_\_ 18. \_\_\_\_\_

## SPECIFIC DIRECTIONS FOR WRITTEN EXPRESSION

Students “think” for 1 minute, write for 3 minutes.

### Setting of Data Collection:

The written expression measures are to be administered to students in groups.

### Directions

Say to the student:

*“You should have a blank page of lined paper in front of you. Please write your name and today’s date at the top of the page.”* (MONITOR TO SEE THAT STUDENTS ARE TURNED TO THE CORRECT PAGE.) *“Please, turn your paper face down and listen to directions.”* (DEMONSTRATE BY TURNING PAPER FACE DOWN). *“When I say ‘start,’ you will to write a story. I am going to read a sentence to you first and then I want you to write a short story about what happens. You will have 1 minute to think about the story you will write and then have 3 minutes to write it. Do your best work. If you don’t know how to spell a word, you should give it your best guess. You DO NOT need to write the sentence I tell you, it is written at the top of your paper, start your story after that sentence. Are there any questions??”*

*“For the next minute, think about... Fill in the appropriate story starter...”*

Monitor students so that they do not begin writing until you say, “start.”

After 1 minute is up, say :

*“When I say, ‘BEGIN,’ you may start writing about, fill in appropriate story starter ... REMEMBER: You DO NOT need to write the sentence I tell you, start your story after that first sentence (MONITOR).....BEGIN.”*

After 3 minutes, say, *“Stop. Put your pencil down.”*



## CURRICULUM-BASED MEASUREMENT

### Scoring for Written Expression

There are several options for scoring written expression samples. The three methods we described are qualitative.

**TOTAL WORDS WRITTEN:** Count the total number of words written during the three minute period, including the words that are spelled incorrectly. Any group of letters is defined as a word. Do not count numbers written as digits (e.g. 1991, 34, etc.). If the student writes the story starter as part of the story, include those words in the count.

**CORRECT WORD SEQUENCES:** This procedure takes more time than the word count. This method can provide a useful index of "meaningful" content. Count as a word sequence the joining of two words together that are spelled correctly and are grammatically correct. This method also considers punctuation at the beginning and end of sentences, and capitalization of proper nouns. Do not count numbers next to words in the total.

**PERCENT OF CORRECT WORD SEQUENCES:** This is a calculation of correct word sequences divided by total word sequences written. To calculate total word sequences, mark incorrect word sequences and add that number to the number of correct word sequences. This score yields a very sensitive measure to change in performance over time.

### Procedures to Score

1. **READ** the passage written by the student, try to comprehend the "gist" of the students writing. At this point you can pick up a lot of grammatical errors, in addition to phrasing and actual sentences (some students write one continuous sentences for three minutes).
2. **FORCE SENTENCES.** Force periods in the student's writing in cases where sentences are inappropriately long. This in turn will require you to circle additional words (capitalization at the beginning of the forced sentence). Words at the beginning of sentences must be capitalized to be considered correctly spelled.
3. **CIRCLE INCORRECT SPELLING.** Circle words that are not correctly spelled. As stated above, words that are not appropriately capitalized (beginning of sentences, and proper nouns) are circled. This includes words that are capitalized and should not be as well.
4. **COUNT TOTAL WORDS WRITTEN.** Count the words written in the passage regardless of spelling, punctuation and grammar. This includes the clusters of "word salads" you may encounter in some writing.

# 5. MARK CORRECT AND INCORRECT SEQUENCES OF WORDS,

Indicate correct word sequences with a caret (^). If the sentence is started correctly, capitalized and correctly spelled, one correct sequence is marked. Continue to mark carets for each sequence of words within the sentence when grammar and spelling are appropriate. The end of the sentence also gets marked with a caret if the final word is (a) grammatically correct in relation to the previous word, (b) spelled correctly, and (c) marked with an appropriate ending mark (for example, . ! ?).

^The gots were afrade of the giant dragon. he

Incorrect word sequences are marked with a bullet (•). When spelling grammar, capitalization, or punctuation are not correct, place a bullet between the words, and at the beginning or end of the sentence. If you have forced a period for a run on sentence you may be marking two bullets for improper sentence ending and for not starting with a capital letter. It feels like a double whammy, however, this is the best way to indicate the percentage of correct letter sequences.

^The• gots• were• afrade• of the giant dragon. he

5. COUNT CORRECT WORD SEQUENCES, (CWS) Count the carets (^) you marked to indicate correct sequences of words based on spelling, grammar, and punctuation.
6. ADD THE INCORRECT WORD SEQUENCES (IWS) TO CWS MARKINGS. This will give us a total number of word sequences. CWS+IWS
7. CALCULATE THE PERCENTAGE OF CORRECT WORD SEQUENCES. This calculation is derived by dividing the number of correct word sequences (CWS) by the total number of word sequences (CWS + IWS) For example in the student wrote 14 CWS and 5 IWS the calculation would be:

$$\begin{array}{r} .737 \\ 19 \overline{)14.000} \end{array} \quad \leftarrow \% \text{ of CWS}$$

## Progress Monitoring

Yesterday, a monkey climbed through the window at school and ...

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## SPECIFIC DIRECTIONS FOR MATHEMATICS

### Specific Directions for 2nd - 5th Grade Math

For multiple-skill probes say:

*"Please write your name and today's date at the top of the page. There are different types of problems on this page. Some are addition, some are subtraction, some are multiplication, and some are division (SAY APPROPRIATE PROBLEM TYPES ACCORDING TO GRADE LEVEL). Look at each problem carefully before you answer it."*

*When I say 'Start,' turn your paper over and begin answering the problems at the top of the page. Begin working on the first problem on the left on the top row (POINT). Work across the page and then go to the next row. If you can't answer the problem cross it out and go on to the next one. (DEMONSTRATE BY MAKING AN X IN THE AIR). You will have two minutes. Keep working problems until I say stop. Show your best work. Are there any questions?"*

Say : "Start."

Monitor student performance so that students work the problems in rows and do not skip around or answer only the easy problems.

After 2 minutes, say: "Stop. Put your pencils down."

"Thank you for working so hard today."

## Scoring Math Problems

### Traditional Scoring

1 point for correct answer

0 points for incorrect answer

#### Addition

$$\begin{array}{r} 25 \\ + 16 \\ \hline 41 \end{array}$$

#### Subtraction

$$\begin{array}{r} 69 \\ - 38 \\ \hline 31 \end{array}$$

#### Multiplication

$$\begin{array}{r} 42 \\ \times 13 \\ \hline 126 \\ 42\phantom{0} \\ \hline 546 \end{array}$$

#### Division

$$\begin{array}{r} 71 \\ 5 \overline{) 356} \\ \underline{35} \phantom{0} \\ 06 \\ \underline{5} \phantom{0} \\ 1 \end{array}$$

### BASIC GUIDELINES FOR ALTERNATIVE MATH SCORING

Correct Digits:

1. Reversed digits *are* correct.  

$$\begin{array}{ccccc} 6 & \partial & 2 & \Sigma & 7 & \nabla \end{array}$$
2. Full credit allowed if work is not shown and the answer is correct.  
(use template)
3. Credit for each correct digit even if the problem is not complete.
4. No credit for carry or borrow digits in any operation.

## CBA Alternative Scoring System

1 point for each correct digit below the equals sign. Begin scoring from right to left for place value

$$\begin{array}{r} 146 \\ + 31 \\ \hline 167 \\ \wedge \quad \wedge \end{array}$$

2 digits correct

$$\begin{array}{r} 496 \\ + 21 \\ \hline 517 \\ \wedge \quad \wedge \quad \wedge \end{array}$$

3 digits correct

$$\begin{array}{r} 65 \\ - 29 \\ \hline 46 \\ \wedge \end{array}$$

one digit correct

$$\begin{array}{r} 538 \\ - 31 \\ \hline 57 \\ \wedge \end{array}$$

one digit correct

$$\begin{array}{r} 62 \\ \times 14 \\ \hline 248 \\ 62 \\ \hline 868 \end{array}$$

<--3 correct digits  
<--2 correct digits  
<--3 correct digits

Total 8 correct digits

$$\begin{array}{r} 62 \\ \times 14 \\ \hline 108 \\ 62 \\ \hline 728 \end{array}$$

<--1 correct digit  
<--2 correct digits  
<--1 correct digit

Total 4 correct digits

$$\begin{array}{r} 187 \\ 2) 375 \\ \underline{2} \\ 17 \\ \underline{16} \\ 15 \\ \underline{14} \\ 1 \end{array}$$

<--3 correct digits  
<-- 1 correct digit  
<-- 2 correct digits  
<-- 2 correct digits  
<-- 2 correct digits  
<-- 2 correct digits  
<-- 1 correct digit

Total 13 correct digits

$$\begin{array}{r} 198 \\ 2) 375 \\ \underline{2} \\ 17 \\ \underline{18} \\ 15 \\ \underline{16} \\ 9 \end{array}$$

<-- 1 digit correct  
<-- 1 correct digit  
<-- 2 correct digits  
<-- 1 correct digit  
<-- 2 correct digits  
<-- 1 correct digit  
<-- 0 correct digits

Total 8 correct digits

Progress Monitoring

Math 2

Probe 18

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$$\begin{array}{r} 74 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 221 \\ - 176 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 86 \\ \hline \end{array}$$

$$\begin{array}{r} 410 \\ + 418 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 64 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ 20 \\ + 61 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 770 \\ + 663 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 987 \\ - 541 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 924 \\ - 69 \\ \hline \end{array}$$

$$\begin{array}{r} 831 \\ + 118 \\ \hline \end{array}$$

$$\begin{array}{r} 239 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 278 \\ + 353 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ 90 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 44 \\ \hline \end{array}$$

Total digits correct

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Progress Monitoring

Math 2

Teacher copy

Probe 18

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$$\begin{array}{r} 74 \\ - 7 \\ \hline 67 \end{array} [2]$$

$$\begin{array}{r} 21 \\ + 23 \\ \hline 44 \end{array} [2]$$

$$\begin{array}{r} 221 \\ - 176 \\ \hline 45 \end{array} [2]$$

$$\begin{array}{r} 14 \\ + 86 \\ \hline 100 \end{array} [3] [9]$$

$$\begin{array}{r} 410 \\ + 418 \\ \hline 828 \end{array} [3]$$

$$\begin{array}{r} 34 \\ + 64 \\ \hline 98 \end{array} [2]$$

$$\begin{array}{r} 0 \\ 20 \\ + 61 \\ \hline 81 \end{array} [2]$$

$$\begin{array}{r} 79 \\ - 39 \\ \hline 40 \end{array} [2] [9]$$

$$\begin{array}{r} 770 \\ + 663 \\ \hline 1433 \end{array} [4]$$

$$\begin{array}{r} 66 \\ + 34 \\ \hline 100 \end{array} [3]$$

$$\begin{array}{r} 987 \\ - 541 \\ \hline 446 \end{array} [3]$$

$$\begin{array}{r} 0 \\ 6 \\ + 1 \\ \hline 7 \end{array} [1] [11]$$

$$\begin{array}{r} 924 \\ - 69 \\ \hline 855 \end{array} [3]$$

$$\begin{array}{r} 831 \\ + 118 \\ \hline 949 \end{array} [3]$$

$$\begin{array}{r} 239 \\ - 22 \\ \hline 217 \end{array} [3]$$

$$\begin{array}{r} 32 \\ - 4 \\ \hline 28 \end{array} [2] [11]$$

$$\begin{array}{r} 278 \\ + 353 \\ \hline 631 \end{array} [3]$$

$$\begin{array}{r} 26 \\ + 37 \\ \hline 63 \end{array} [2]$$

$$\begin{array}{r} 97 \\ 90 \\ + 1 \\ \hline 188 \end{array} [3]$$

$$\begin{array}{r} 84 \\ - 44 \\ \hline 40 \end{array} [2] [10]$$

Total digits correct

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 50



# Progress Monitoring Math 3

Probe 10

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$$\begin{array}{r} 24 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 214 \\ + 543 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ 35 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 80 \\ \hline \end{array}$$

$$\begin{array}{r} 588 \\ + 978 \\ \hline \end{array}$$

$$\begin{array}{r} 331 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 578 \\ + 104 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ 58 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ 14 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ 65 \\ + 66 \\ \hline \end{array}$$

$$\begin{array}{r} 234 \\ - 82 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ 15 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 4 \\ \hline \end{array}$$

Total digits correct

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# Progress Monitoring

Math 3

Teacher copy

Probe 10

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$$\begin{array}{r} 24 \\ - 22 \\ \hline 2 \end{array} [1]$$

$$\begin{array}{r} 214 \\ + 543 \\ \hline 757 \end{array} [3]$$

$$\begin{array}{r} 54 \\ \times 1 \\ \hline 54 \end{array} [2]$$

$$\begin{array}{r} 74 \\ 35 \\ + 40 \\ \hline 149 \end{array} [3] [9]$$

$$\begin{array}{r} 2 \\ 4 \\ + 4 \\ \hline 10 \end{array} [2]$$

$$\begin{array}{r} 98 \\ - 80 \\ \hline 18 \end{array} [2]$$

$$\begin{array}{r} 588 \\ + 978 \\ \hline 1566 \end{array} [4]$$

$$\begin{array}{r} 331 \\ - 7 \\ \hline 324 \end{array} [3] [11]$$

$$\begin{array}{r} 78 \\ - 45 \\ \hline 33 \end{array} [2]$$

$$\begin{array}{r} 54 \\ \times 4 \\ \hline 216 \end{array} [3]$$

$$\begin{array}{r} 578 \\ + 104 \\ \hline 682 \end{array} [3]$$

$$\begin{array}{r} 26 \\ 58 \\ + 2 \\ \hline 86 \end{array} [2] [10]$$

$$\begin{array}{r} 61 \\ 14 \\ + 20 \\ \hline 95 \end{array} [2]$$

$$\begin{array}{r} 90 \\ 65 \\ + 66 \\ \hline 221 \end{array} [3]$$

$$\begin{array}{r} 234 \\ - 82 \\ \hline 152 \end{array} [3]$$

$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array} [2] [10]$$

$$\begin{array}{r} 58 \\ \times 1 \\ \hline 58 \end{array} [2]$$

$$\begin{array}{r} 21 \\ + 32 \\ \hline 53 \end{array} [2]$$

$$\begin{array}{r} 32 \\ 15 \\ + 32 \\ \hline 79 \end{array} [2]$$

$$\begin{array}{r} 14 \\ - 4 \\ \hline 10 \end{array} [2] [8]$$

Total digits correct

\_\_\_\_\_48\_\_\_\_\_

Progress Monitoring

Math 4

Probe 9

Student Copy

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$$\begin{array}{r} 922 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 487 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 568 \\ \times 60 \\ \hline \end{array}$$

$$\begin{array}{r} 139 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ - 23 \\ \hline \end{array}$$

$$6 \overline{) 9}$$

$$7 \overline{) 63}$$

$$\begin{array}{r} 94 \\ - 5 \\ \hline \end{array}$$

$$5 \overline{) 20}$$

$$\begin{array}{r} 599 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

$$6 \overline{) 390}$$

$$\begin{array}{r} 7822 \\ - 5312 \\ \hline \end{array}$$

$$\begin{array}{r} 402 \\ + 438 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 167 \\ \times 70 \\ \hline \end{array}$$

$$\begin{array}{r} 216 \\ + 234 \\ \hline \end{array}$$

$$\begin{array}{r} 429 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 254 \\ \times 27 \\ \hline \end{array}$$

Total digits correct

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# Progress Monitoring

Math 4

Probe 9

Teacher Copy

$$\begin{array}{r} 922 \\ \times 1 \\ \hline 922 \end{array} [3]$$

$$\begin{array}{r} 487 \\ \times 1 \\ \hline 487 \end{array} [3]$$

$$\begin{array}{r} 568 \\ \times 60 \\ \hline 34080 \end{array} [5]$$

$$\begin{array}{r} 139 \\ \times 10 \\ \hline 1390 \end{array} [4] \quad [15]$$

$$\begin{array}{r} 13 \\ \times 12 \\ \hline 26 \\ 13 \phantom{0} \\ \hline 156 \end{array} [7]$$

$$\begin{array}{r} 48 \\ - 23 \\ \hline 25 \end{array} [2]$$

$$\begin{array}{r} 1 \text{ r } 3 \\ 6 \overline{)9} \\ \underline{6} \\ 3 \end{array} [4]$$

$$\begin{array}{r} 9 \\ 7 \overline{)63} \\ \underline{63} \\ 0 \end{array} [4] \quad [17]$$

$$\begin{array}{r} 94 \\ - 5 \\ \hline 89 \end{array} [2]$$

$$\begin{array}{r} 4 \\ 5 \overline{)20} \\ \underline{20} \\ 0 \end{array} [4]$$

$$\begin{array}{r} 599 \\ \times 1 \\ \hline 599 \end{array} [3]$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline 7 \end{array} [1] \quad [10]$$

$$\begin{array}{r} 65 \\ 6 \overline{)390} \\ \underline{36} \\ 30 \\ \underline{30} \\ 0 \end{array} [9]$$

$$\begin{array}{r} 7822 \\ - 5312 \\ \hline 2510 \end{array} [4]$$

$$\begin{array}{r} 402 \\ + 438 \\ \hline 840 \end{array} [3]$$

$$\begin{array}{r} 85 \\ \times 1 \\ \hline 85 \end{array} [2] \quad [18]$$

$$\begin{array}{r} 167 \\ \times 70 \\ \hline 11690 \end{array} [5]$$

$$\begin{array}{r} 216 \\ + 234 \\ \hline 450 \end{array} [3]$$

$$\begin{array}{r} 429 \\ \times 1 \\ \hline 429 \end{array} [3]$$

$$\begin{array}{r} 254 \\ \times 27 \\ \hline 1778 \\ 508 \phantom{0} \\ \hline 6858 \end{array} [11] \quad [22]$$

Total digits correct  
82

# Progress Monitoring

Math 5

Probe 12

Student Copy

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$$\begin{array}{r} 44 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 41 \\ \hline \end{array}$$

$$13 \overline{) 61}$$

$$\begin{array}{r} 919 \\ \times 32 \\ \hline \end{array}$$

$$3 \overline{) 24}$$

$$\begin{array}{r} 321 \\ + 559 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 251 \\ - 99 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 59 \\ \hline \end{array}$$

$$5 \overline{) 10}$$

$$8 \overline{) 754}$$

$$\begin{array}{r} 12 \\ \times 14 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ - 52 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 811 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 189 \\ \times 324 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ \times 0 \\ \hline \end{array}$$

Total digits correct

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# Progress Monitoring

Math 5

Probe 12

Teacher copy

$$\begin{array}{r} 44 \\ \times 12 \\ \hline 88 \\ 44 \phantom{0} \\ \hline 528 \end{array} [7]$$

$$\begin{array}{r} 41 \\ - 41 \\ \hline 0 \end{array} [1]$$

$$\begin{array}{r} 4 \text{ r } 9 \\ 13 \overline{)61} \\ \underline{52} \phantom{0} \\ 9 \end{array} [5]$$

$$\begin{array}{r} 919 \\ \times 32 \\ \hline 1838 \\ 2757 \phantom{0} \\ \hline 29408 \end{array} [13]$$

(26)

$$\begin{array}{r} 8 \\ 3 \overline{)24} \\ \underline{24} \\ 0 \end{array} [4]$$

$$\begin{array}{r} 321 \\ + 559 \\ \hline 880 \end{array} [3]$$

$$\begin{array}{r} 30 \\ \times 1 \\ \hline 30 \end{array} [2]$$

$$\begin{array}{r} 11 \\ \times 42 \\ \hline 22 \\ 44 \phantom{0} \\ \hline 462 \end{array} [7] \quad (16)$$

$$\begin{array}{r} 251 \\ - 99 \\ \hline 152 \end{array} [3]$$

$$\begin{array}{r} 68 \\ \times 5 \\ \hline 340 \end{array} [3]$$

$$\begin{array}{r} 46 \\ \times 42 \\ \hline 92 \\ 184 \phantom{0} \\ \hline 1932 \end{array} [9]$$

$$\begin{array}{r} 11 \\ + 59 \\ \hline 70 \end{array} [2]$$

(17)

$$\begin{array}{r} 2 \\ 5 \overline{)10} \\ \underline{10} \\ 0 \end{array} [4]$$

$$\begin{array}{r} 94 \text{ r } 2 \\ 8 \overline{)754} \\ \underline{72} \phantom{0} \\ 34 \\ \underline{32} \phantom{0} \\ 2 \end{array} [10]$$

$$\begin{array}{r} 12 \\ \times 14 \\ \hline 48 \\ 12 \phantom{0} \\ \hline 168 \end{array} [7]$$

$$\begin{array}{r} 92 \\ - 52 \\ \hline 40 \end{array} [2]$$

(23)

$$\begin{array}{r} 94 \\ - 8 \\ \hline 86 \end{array} [2]$$

$$\begin{array}{r} 811 \\ \times 0 \\ \hline 0 \end{array} [1]$$

$$\begin{array}{r} 189 \\ \times 324 \\ \hline 756 \\ 378 \phantom{0} \\ 567 \phantom{00} \\ \hline 61236 \end{array} [14]$$

$$\begin{array}{r} 19 \\ \times 0 \\ \hline 0 \end{array} [1]$$

(18)

Total digits correct  
100

*Appendix 2*  
*Sample Graphs for*  
*Progress Monitoring*

Student:

Gr/Age:

Sch:

Tch:

Area:

INTERVENTION

Baseline Data:  
Long Range Goal:

