The Race

Fox and Rabbit were getting ready to race.

First, they tied their running shoes.

Next, they got into place.

Then, it was time for the race. Turtle blew a whistle.

Fox and Rabbit began to run.

Fox ran fast. He ran faster than Rabbit.

Fox tripped on some branches and fell.

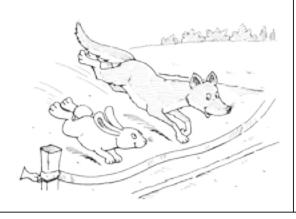Rabbit saw what happened. She stopped and

helped Fox get up.

Then, Fox and Rabbit began to run again.

They reached the finish line at the same time.

"It's a tie," Turtle said.

"No, it's not," said Fox. "Rabbit is the real winner."

94

Name/Date _____ Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor student progress, use two copies of the passage, one for you and one for the student. On your copy of the passage, record the student's oral reading behaviors and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: ***In this story, "The Race," Fox and Rabbit are going to run. Read aloud to find out what they do to get ready and who wins. You may begin now.***

RATE Use the student's oral reading time to circle the Words Per Minute (WPM) range. After the assessment, determine and record the student's exact WPM.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:09 or more	3:08–2:22	2:21–1:21	1:20 or less
WPM	29 or fewer	30–39	40–70	71 or more

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT				4 ADVANCED	
Number of Miscues	7 or more	6	5	4	3	2	1	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

If the student's percent of accuracy or rate is below the instructional range, reassess with a lower-level passage to determine an instructional reading level.

Check one: _____ Expression and phrasing are appropriate.

_____ Expression and phrasing need attention.

Name/Date _____   Teacher/Grade _____

2. MONITOR COMPREHENSION

Circle the descriptors that best reflect the student's responses. Possible Independent responses for Sections 2 and 3 are provided. Accept other appropriate responses. The student may use the passage when responding.

RETELL Characters and Setting Say: ***Who are the characters in this story?*** (*Fox, Rabbit, Turtle*) ***Tell me what you know about Fox and Rabbit.*** (Possible responses: *Fox runs fast. Rabbit stops to help Fox. Where are the characters in this story?*) (Possible response: *outside in a field*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Characters and Setting	Does not identify setting or characters, or does not respond	Gives a partially correct response, such as identifies the setting and 1 character; may misinterpret information	Identifies the setting; provides the names of and a detail about each character	Identifies the setting; provides the names of and details about each character using specific vocabulary from the story

RETELL Plot Say: ***What happens at the beginning of this story?*** (Possible response: *Fox and Rabbit get ready for the race.*) ***What happens in the middle of this story?*** (Possible response: *Fox runs faster than Rabbit, but he trips. Rabbit helps Fox get up after he falls.*) ***How does this story end?*** (Possible responses: *Fox and Rabbit finish the race at the same time. Turtle says it is a tie, but Fox says that Rabbit was the real winner.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Plot	Does not identify any plot events or does not respond	Gives a partially correct response, such as identifies middle and end plot events; may misinterpret events	Identifies plot events from the beginning, middle, and end of the story	Identifies plot events from the beginning, middle, and end of the story including details and using specific vocabulary

Name/Date   Teacher/Grade

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

COMPREHENSION Sequence

- Say: **What two things do Fox and Rabbit do to get ready for the race?** (*tie their running shoes and get into place*)

- Say: **What two words help you understand the order that Fox and Rabbit do those things?** (*first, next*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify events in sequence or does not respond	Gives a partially correct response, such as identifies 1 event in sequence	Identifies the events in sequence	Identifies the events in sequence and the sequence words using specific vocabulary from the story

VOCABULARY Synonyms

- Point to the word *fast* in the second paragraph. Say: **This word is fast. What is another word that means the same thing as fast?** (Possible responses: *speedy; quick*)

- Point to the word *finish* in the last paragraph. Say: **This word is finish. What is another word that means the same thing as finish?** (Possible response: *end*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Synonyms	Gives inaccurate or vague synonyms, or does not respond	Gives a partially correct response, such as identifies 1 synonym	Gives a synonym for each word	Gives a synonym for each word with details

- End the conference.

WORD READING Inflected Endings Return to the Record of Oral Reading to determine whether the student read these words correctly: *getting, tied, running, tripped, branches, stopped*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Inflected Endings	Does not read any words accurately or does not respond	Reads 1–5 of 6 words accurately	Reads all 6 words accurately	Reads all 6 words accurately and automatically