

## Robot Triathlon

Daniel was excited to be going to his sister's college with his mom. Today was the biannual robot triathlon. The race was held twice a year and had three parts: running, swimming, and bike riding. Daniel wondered how a machine could do all three things. Daniel's sister, Liz, had entered her own robot in the event.

Liz's robot, Riz, looked like it was made of junk. Daniel didn't think it could win any races. But all the other robots looked just as odd.

The first event was running. His sister's machine hopped on two giant springs. The springs made Riz hop very fast. Riz came in second. Once the race was over, Liz worked quickly to make changes to Riz. All the others were working on their robots too.

Soon, the whistle blew for the swimming race and all the robots were submerged. Just like a submarine, Riz went underwater and started to move. Many other robots stopped working because the water made their power short out. Riz won the race!

Last came the bicycle race. Daniel looked at Riz's two paddle-like legs. No way that thing could ride a bicycle. He watched as Liz took out her tools. In no time, the legs were gone. Now there were three wheels instead of legs. The robot was now a tricycle! Daniel cheered as his sister's robot won the triathlon.

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Name/Date \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

**1. MONITOR ORAL READING FLUENCY**

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

Note expression, phrasing, and miscues.

**INTRODUCE THE PASSAGE**

Say: *This passage is titled "Robot Triathlon." Read aloud to find out what happens when Daniel's sister, Liz, enters a robot she has made in a competition. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:07 or more	3:06–2:13	2:12–1:39	1:38 or less
WPM	74 or fewer	75–104	105–140	141 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	11 or more	9–10	6–8	4–5	1–3	0
Percent of Accuracy	95 or less	96	97	98	99	100

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

**Check one:** \_\_\_\_\_ Expression and phrasing are appropriate.

\_\_\_\_\_ Expression and phrasing need attention.

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

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**2. MONITOR COMPREHENSION**

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

**RETELL Character/Setting** Say: *What is the setting of this story?* (Possible response: *at a college where a robot triathlon is taking place*) *Who are the characters in this story?* (Possible responses: *Daniel, Liz, their mom*) *What do you know about the characters in this story?* (Possible responses: *Daniel is excited to go to the robot triathlon. His sister, Liz, is in college. She enters her robot in a triathlon. Liz won the event. Daniel was happy for his sister.*)

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

**RETELL Plot** Say: *Tell me what happens at the beginning, in the middle, and at the end of the story.* (Possible responses: *Beginning: Daniel is excited to go to his sister's college to see a robot triathlon. He doesn't understand how robots can do sports. Middle: He watches as each of the three races takes place. End: After his sister Liz works on her robot before each race, her robot wins the triathlon.*)

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

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**3. IN-DEPTH PROGRESS MONITORING**

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

**COMPREHENSION Cause and Effect**

- Say: **What happens to most of the robots when they go underwater?** (Possible response: *The water shorts out their power, and they stop working.*)
- Say: **Why is Riz able to hop so fast?** (Possible response: *Riz has two giant springs.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify any cause and effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause and effect relationship	Identifies 2 reasonable cause and effect relationships using information from the text	Identifies 2 reasonable cause and effect relationships using information and specific vocabulary from the text

**VOCABULARY Context Clues**

- Point to the word *triathlon* in the first paragraph. Say: **What does triathlon mean?** (*an athletic contest that combines racing, swimming, and bike riding*) **What words in the story help you know what triathlon means?** (Possible response: *the race had three parts*)
- Point to the word *biannual* in the first paragraph. Say: **What does biannual mean?** (*twice a year*) **What words in the story help you know what biannual means?** (Possible response: *twice a year*)

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

- End the conference.

**WORD READING Prefixes *bi-*, *tri-*, *sub-*** Return to the Record of Oral Reading to determine whether the student read these words correctly: *biannual*, *bicycle*, *tricycle*, *submarine*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes: <i>bi-</i> , <i>tri-</i> , <i>sub-</i>	Does not read any words accurately or omits them	Reads 1–3 of 4 words accurately	Reads 4 words accurately	Reads 4 words accurately and automatically