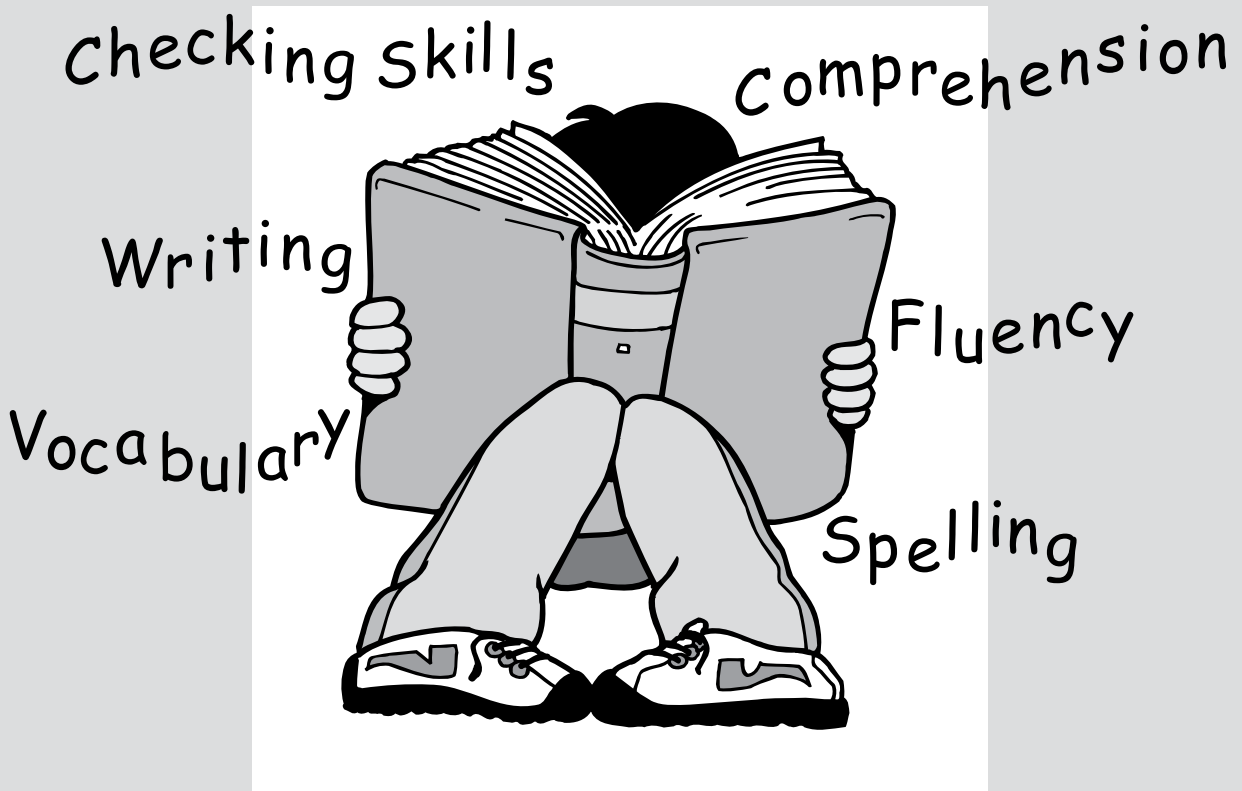


# TEACHER MATERIALS

6-8 Week Skills Assessments Developed for  
Districts Using *Houghton Mifflin Reading*



**GRADE 2**  
**Themes 1-6**

# 6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

## **DESIGN**

Skills Assessments are designed to help classroom teachers and grade-level teams determine how effective their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Houghton Mifflin Reading*.

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## **PURPOSE**

The purpose of the Skills Assessments is to help guide and plan instruction for the next theme. Subtests are based upon the content addressed in each theme and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each theme, Skills Assessments are not to be used as an indicator of individual student achievement. They are tools to help educators focus on the percentage of students meeting criteria for each subtest. If teachers find over the course of at least two testing periods there is still a group of struggling students, it is advisable to utilize diagnostic testing to understand specific needs.

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## **USE**

The Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Houghton Mifflin Reading*. If students are weak in a particular area, the teacher should look ahead to the next theme and plan for additional instruction or student practice using the materials provided by the program. Grade-level meetings may help teachers determine which skills and concepts need to be reinforced. It is advisable that teachers work together to plan the use of Houghton Mifflin materials for small group instruction or go beyond the core instructional time to address specific needs.

### **Assessment Development Team**

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***The Skills Assessments are developed by the assessment team at the Reading Lions Center. They are not developed, reviewed, or published by Houghton Mifflin Company. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.***

Sixth Edition  
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# Overview of Skills Assessments - Grade 2 2008 - 2009

## for Districts Using *Houghton Mifflin Reading*

THEME	1	2	3	4	5	6
<b>GRADE 2</b>	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing

GRADE 2	Percentile	Theme 1 WCPM <sup>2</sup>	Theme 2 WCPM	Theme 3 WCPM	Theme 4 WCPM	Theme 5 WCPM	Theme 6 WCPM
<b>ORAL READING FLUENCY NORMS<sup>1</sup></b>	25th	23	35	46	55	60	65
	<b>50th</b>	<b>53</b>	<b>65</b>	<b>78</b>	<b>85</b>	<b>90</b>	<b>94</b>
	75th	82	94	106	115	120	124

1 Extrapolated values used by the Reading Lions Center (2005).

2 WCPM = Words Correct Per Minute based on 2005 Norms of Hasbrouck and Tindal.

### INSTRUCTIONAL UNITS - GRADE 2

Theme 1	Theme 4
Theme 2	Theme 5
Theme 3	Theme 6

### MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Report Forms (blackline masters)

Note: Electronic reporting systems are advisable.

### GENERAL PROCEDURES

Students are assessed at the end of each instructional unit listed above. The results for each student should be recorded on the Skills Assessment report form (or through an electronic reporting system) and submitted to the site administrator. Most of the assessments are administered in whole group sessions. The directions and answer keys are provided in the Teacher Materials booklet.

### FOLLOW-UP AND SUPPORT BY SCHOOL PRINCIPAL

The Skills Assessment Report form (blackline master) is an evaluation tool for the classroom teacher, the site administrator, and the reading coach. The teacher is asked to note which students have not reached criterion. The teacher is expected to develop a plan of action to help improve student learning especially for those students identified as needing intensive intervention (scoring 40% or lower).

A copy of the report form, if non-electronic, should be placed in an agreed-upon school file, by an agreed-upon date, for review by the principal. After the principal reviews the students' progress and support needs, the following actions are suggested:

1. Provide written and/or verbal feedback to the teacher on student progress and provide resources and support as needed (e.g., extended time and coaching assistance.)
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

## 6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

# Answer Key and Directions

## GRADE 2 - THEME 1

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 53 WCPM (words correct per minute) at the end of Theme 1.

25th Percentile - 23 WCPM

50th Percentile - 53 WCPM

75th Percentile - 82 WCPM

### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B            3. B            5. C            7. B            9. C  
          2. A            4. B            6. A            8. C            10. A

### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:**            1. no            2. yes            3. yes            4. no            COMPLETE SENTENCES  
  
          5. Granddaddy            6. The pig            7. Julius            SUBJECTS  
  
          8. raced up the stairs  
          9. began to shake and quake            10. played for hours            PREDICATES

**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. Decide which one of the underlined words is misspelled. Then fill in the bubble next to the answer.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. A                      3. A                      5. C                      7. C                      9. D  
           2. C                      4. B                      6. B                      8. A                      10. A

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B                      3. C                      5. D                      7. B                      9. B  
           2. A                      4. C                      6. A                      8. B                      10. D

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

**Answer Key and Directions**

**GRADE 2 - THEME 2**

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

**FLUENCY**

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 65 WCPM (words correct per minute) at the end of Theme 2.

25th Percentile - 35 WCPM  
50th Percentile - 65 WCPM  
75th Percentile - 94 WCPM

**COMPREHENSION** (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B                    3. C                    5. A                    7. A                    9. B  
          2. A                    4. A                    6. C                    8. C                    10. A

**CHECKING SKILLS** (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and mark their answers.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:** 1. Did Mudge have a backpack?                    DECLARATIVE/INTERROGATIVE SENTENCES  
          2. Was it quiet in the tent?  
          3. Mudge did love camping. OR Mudge loved camping.                    IMPERATIVE SENTENCES  
          4. Henry’s mother did build a campfire. OR Henry’s mother built a campfire.  
          5. C                    6. blank                    7. C  
          8. Pick the blueberries and wash them in the sink.                    IMPERATIVE/EXCLAMATORY  
          9. Watch out for that car!                    SENTENCES  
          10. Put your toys away.

**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. Decide which one of the underlined words is misspelled. Then fill in the bubble next to the answer.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. D                      3. A                      5. B                      7. C                      9. B  
           2. B                      4. C                      6. D                      8. C                      10. D

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meanings**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same** or **about the same** as the underlined word. Then fill in the bubble next to the word you have chosen.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. D                      3. D                      5. B                      7. B                      9. C  
           2. A                      4. C                      6. C                      8. B                      10. B

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.





**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. Decide which one of the underlined words is misspelled. Then fill in the bubble next to the answer.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C            3. A            5. C            7. D            9. A  
           2. D            4. B            6. C            8. C            10. A

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meanings**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same** or **about the same** as the underlined word. Then fill in the bubble next to the word you have chosen.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B            3. C            5. D            7. D            9. A  
           2. B            4. B            6. A            8. D            10. C

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

# Answer Key and Directions

## GRADE 2 - THEME 4

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 85 WCPM (words correct per minute) at the end of Theme 4.

25th Percentile - 55 WCPM  
50th Percentile - 85 WCPM  
75th Percentile - 115 WCPM

### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C                  3. A                  5. C                  7. A                  9. C  
         2. B                  4. B                  6. C                  8. A                  10. B

### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and mark their answers.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

**Key:** 1. They learned safety tips at school.                          PRONOUNS  
         2. Claire wrote her report about it.  
         3. She helped Officer Buckle in the auditorium.  
         4. ant’s antennae    SINGULAR POSSESSIVE NOUNS  
         5. insect’s home  
         6. a caterpillar’s body.  
         7. larvae’s cocoons.  
         8. Animals’                  9. teams’                  10. men’s                  PLURAL POSSESSIVE NOUNS

**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. Decide which one of the underlined words is misspelled. Then fill in the bubble next to the answer.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B                      3. D                      5. A                      7. D                      9. D  
           2. D                      4. C                      6. B                      8. C                      10. A

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meanings**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same** or **about the same** as the underlined word. Then fill in the bubble next to the word you have chosen.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C                      3. B                      5. C                      7. D                      9. D  
           2. A                      4. A                      6. B                      8. B                      10. C

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

## 6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

# Answer Key and Directions

## GRADE 2 - THEME 5

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 90 WCPM (words correct per minute) at the end of Theme 5.

25th Percentile - 60 WCPM

50th Percentile - 90 WCPM

75th Percentile -120 WCPM

### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B                      3. C                      5. C                      7. A                      9. A  
2. B                      4. A                      6. B                      8. C                      10. C

### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and mark their answers.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

**Key:** 1. help                      2. takes                      3. draw                      VERBS  
4. makes                      5. buy                      6. cuts                      7. works                      PRESENT TENSE VERBS  
8. The Thunder Cake was in the oven.                      PAST TENSE VERBS  
9. Lightning and thunder were far away.  
10. Chocolate was an ingredient Grandma used.

**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. Decide which one of the underlined words is misspelled. Then fill in the bubble next to the answer.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C            3. C            5. A            7. C            9. D  
           2. C            4. D            6. B            8. B            10. A

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meanings**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same** or **about the same** as the underlined word. Then fill in the bubble next to the word you have chosen.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B            3. D            5. B            7. B            9. A  
           2. C            4. D            6. D            8. B            10. C

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

## 6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

# Answer Key and Directions

## GRADE 2 - THEME 6

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 94 WCPM (words correct per minute) at the end of Theme 6.

25th Percentile - 65 WCPM  
50th Percentile - 94 WCPM  
75th Percentile - 124 WCPM

### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B                      3. C                      5. B                      7. A                      9. B  
   2. C                      4. B                      6. C                      8. B                      10. A

### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and mark their answers.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

**Key:** 1. drew                      2. made                      3. knew                      IRREGULAR PAST TENSE VERBS  
   4. eleven                      beautiful                      5. a                      red  
   6. two                      pink                      ADJECTIVES  
   7. taller                      8. smaller                      COMPARATIVE ADJECTIVES  
   9. highest                      10. biggest

**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. Decide which one of the underlined words is misspelled. Then fill in the bubble next to the answer.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C            3. A            5. B            7. B            9. D  
           2. C            4. A            6. D            8. A            10. B

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meanings**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same** or **about the same** as the underlined word. Then fill in the bubble next to the word you have chosen.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. D            3. B            5. C            7. B            9. A  
           2. C            4. D            6. A            8. C            10. B

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

# NOTES

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# General Directions for One-Minute Administration of Reading Passages for the Oral Fluency Subtest

- *This test is administered individually.*
- *Passages are to be administered consecutively during one uninterrupted session.*
- *The purpose of this test is to measure reading rate (automaticity) and accuracy.*
- *For this assessment to be reliable, it must be based on a “cold” reading.*
- *Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.*
- *Do NOT have students rehearse or browse the stories before they are administered.*
- *Do NOT have students practice reading individual words that may be problematic before the test is administered.*

## **MATERIALS:**

1. Students’ (cardstock) copies of Passage #1 and Passage #2
2. Examiner’s (numbered) copies of Passage #1 and Passage #2
3. Stopwatch
4. Tape recorder - *optional* (Tape recorders facilitate error analysis.)

## **DIRECTIONS FOR PASSAGES #1 AND #2:**

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:  
*When I say “Begin,” start 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 will say the word for you. **Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.***
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

## **SCORING PROCEDURE:**

**Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error.)**  
**Self-corrections and word repetitions are NOT marked as errors.**

Add the total number of words read, subtract the errors, and write the number of words the student read correctly in the box in the bottom right-hand corner of the page. On the Skills Assessment Report, enter scores (WCPM) for both Passage #1 and Passage #2. Then take the average of the two scores and enter the “averaged” score. When all students have completed the fluency assessment, record classroom totals in the boxes provided (# of students tested, # of students at/above 50th percentile for WCPM, and % of students at/above 50th percentile for WCPM).

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Jenny was in a hurry. She skipped down 8  
 the block and jumped over a puddle. She ran 17  
 up the path and around the hedge. Saturday 25  
 morning was story time at Grandma’s. 31  
 Several of Jenny’s relatives would be there. 38  
 She didn’t want to be late. It was almost ten 48  
 o’clock. 49  
 When Jenny reached the porch, she 55  
 knocked on the oak door. She heard someone 63  
 turn the doorknob. Paul, her favorite cousin, 70  
 opened it. “Am I late?” asked Jenny. 77  
 “No,” said Paul. “But you are the last to 86  
 arrive. Let’s join the others.” 91  
 Story time was usually held on the back 99  
 porch. Last night it had rained. It was cold 108  
 outside, so they agreed to meet in the house. 117  
 They sat by the cozy fireplace in the living 126  
 room. Some drank hot chocolate while they 133  
 listened to the stories. 137  
 Jenny clung to her book. She read the 145  
 first story from her school reader. Then each 153  
 of her cousins took turns reading their stories. 161  
 After that, grandmother told them a funny 168  
 tale. The children enjoyed hearing about life 175  
 on the farm. 178

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue ^ sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors: — \_\_\_\_\_  
 Number of Words Read Correctly: \_\_\_\_\_  
 Passing Criterion (50th %ile) = 53

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

It was Monday evening. Rob was waiting 7  
 for his dad to get home. As usual, they would 17  
 trade stories after eating dinner. First, Rob 24  
 read from his book. Then his father told 32  
 stories about childhood baseball games. 37  
 He always loved to play on the corner lot. 46  
 Sometimes, his father told tall tales. Rob liked 54  
 both kinds of stories. Today, Rob had a good 63  
 story to read to his dad. It was about an old 74  
 fur trader. 76  
 Just then his dad came through the 83  
 kitchen door. “What story will you tell me 91  
 tonight?” asked Rob. 94  
 His father said he wasn’t sure. “Maybe I’ll 102  
 share a very exciting story about the time my 111  
 friends and I won a ball game. The prize was 121  
 free tickets to a Cubs game.” 127  
 After a quick family meal, the two sat 135  
 down. Rob took his book from his backpack. 143  
 He eagerly began reading about the fur 150  
 trader. When he finished reading, he closed 157  
 his book. Now he was ready to listen to his 167  
 dad’s baseball story. 170

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors: — \_\_\_\_\_  
 Number of Words Read Correctly: \_\_\_\_\_  
 Passing Criterion (50th %ile) = 53

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Misha opened her birthday present. It 6  
 was from her grandmother. She was excited. 13  
 “Cool, this is my best birthday gift ever!” 21  
 Her new present wasn’t a toy. It was a 30  
 camera. Now she could take pictures of birds 38  
 in the park. 41  
 Misha was a bird watcher. She knew 48  
 it was a good idea to try to be invisible 58  
 when studying animals in the wild. Misha 65  
 wanted her clothing to blend with the colors 73  
 of the ground, trees, and shrubs. Bright reds 81  
 and yellows might frighten the birds. She 88  
 didn’t want them to fly away. Misha looked 96  
 through her closet. She found her camping 103  
 clothes. She thought they would be perfect 110  
 for bird watching. 113  
 At the park, she took a photograph of a 122  
 red-breasted robin. It was looking for worms. 130  
 She caught a glimpse of a hawk gliding 138  
 across the sky. The bird darted away before 146  
 she could focus her camera. Next, she 153  
 snapped a picture of a blue jay scolding a 162  
 squirrel. The birds did not see her. Even her 171  
 friends walked right past her. They did not 179  
 notice Misha crouching in the bushes. 185

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors:                   —    \_\_\_\_\_

Number of Words Read Correctly: \_\_\_\_\_

Passing Criterion (50th %ile)       =    65

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Nature has given animals ways to fool 7  
 their enemies. An insect called the walking 14  
 stick is an example. This insect is skinny 22  
 and brown or green in color. It is a strange- 32  
 looking bug. When it stands still on a twig, it 42  
 looks exactly like a stick. This helps it avoid 51  
 being eaten by birds. 55

Some lizards can change their color, 61  
 helping them blend into the background. 67  
 One such lizard is a gecko. It can change 76  
 color when it is afraid. 81

The coloring of a fawn helps it blend into 90  
 nature. A baby fawn is light brown. It has 99  
 white spots on its back. When its mother is 108  
 away, it snuggles in tall grass to hide. 116

Some birds change the color of their 123  
 feathers with the seasons. They become 129  
 white in the winter to blend in with the 138  
 snow. In the summer, they turn brown. 145  
 Hawks are speckled with a mix of brown, 153  
 tan, and white. This camouflage helps them 160  
 hide when they are perched in trees. 167

Animals have different ways to hide. 173  
 The next time you walk in the forest, look 182  
 for clues of hiding animals. 187

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors:                   —    \_\_\_\_\_

Number of Words Read Correctly: \_\_\_\_\_

Passing Criterion (50th %ile)       =    65

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

It was recess, and Sidney was worried. 7  
 He was trying to decide what to do. Two of 17  
 his best friends were having an argument. 24  
 He was afraid their quarreling might turn 31  
 into a fistfight. 34  
 Sidney thought and thought about the 40  
 problem. Finally, he had an idea. He would 48  
 try to talk them out of fighting. Sidney 56  
 wanted to help them use better judgment. 63  
 Their class was planning a trip to the 71  
 museum next Tuesday. He knew they would 78  
 not want to miss the trip. 84  
 Outside, on the playground, Sidney 89  
 said, “I understand why you are both angry. 97  
 Do you know what could happen to you for 106  
 fighting? You could be suspended if you let 114  
 this problem get out of control. You might 122  
 miss next week’s field trip, or you could 130  
 get hurt. Shake hands and forget about 137  
 arguing.” The friends angrily yelled at 143  
 Sidney. They told him to stay out of their 152  
 business. 153  
 Sidney persisted. “Look, if you want to 160  
 fight, go ahead. I’ll find new friends who 168  
 will get along.” The two boys realized the 176  
 argument wasn’t worth losing a good friend, 183  
 so they shook hands. 187

**EVALUATING CODES FOR ORAL READING**

sk~~y~~ (/) word read incorrectly

blue  
^ sky (^) inserted word

(□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_

Number of Errors:                   —   \_\_\_\_\_

Number of Words Read Correctly: \_\_\_\_\_

Passing Criterion (50th %ile)   =   78

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Danny was concerned because he had 6  
 lied to his teacher. He was afraid to tell the 16  
 truth, so he decided to talk to his friend, 25  
 Debra. He asked her if she always told the 34  
 truth. 35  
 “Well, I know it’s better,” Debra calmly 42  
 said as she tightened her scarf. “My mother 50  
 says lying just makes things worse. She says 58  
 when we stretch the truth we lose a little 67  
 piece of trust. I know I feel terrible even 76  
 when I exaggerate.” 79  
 “I know,” groaned Danny. “I’m upset 85  
 because I broke a window at school. I said 94  
 I didn’t do it. I blamed someone else. Now I 104  
 feel awful about fibbing.” Debra felt sorry 111  
 for Danny. She told him to explain what 119  
 happened to his teacher. After a while, he 127  
 agreed. 128  
 The next day, Danny confessed. He was 135  
 relieved. His teacher was grateful he had the 143  
 courage to tell the truth. His parents were 151  
 proud he had been honest. He felt so good. 160  
 Danny did extra chores at home. He stayed 168  
 after school to help his teacher. Everyone 175  
 was happy because Danny finally told the 182  
 truth. 183

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors:                   —    \_\_\_\_\_  
 Number of Words Read Correctly:    \_\_\_\_\_  
 Passing Criterion (50th %ile)       =    78

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

People come from far away to visit a 8  
 park in the desert. This area has trees that 17  
 have turned into stone. These tree fossils 24  
 lay scattered on the sandy ground. It is an 33  
 amazing sight to see. The red, blue, green, 41  
 and yellow remains of the trees sparkle in 49  
 the sun. 51  
 How did the trees turn into stone? 58  
 Why do the fossils have different colors? 65  
 Long ago the trees died. They fell to the 74  
 ground. When the wind blew, sand and dirt 82  
 covered the trees. Each time it rained, 89  
 minerals dissolved in the soil. Rain helped 96  
 the minerals seep into the dead trees. 103  
 The minerals were different colors. 108  
 The water evaporated in the hot sun. 115  
 The minerals stayed in the trees. They filled 123  
 the cracks of the trees’ trunks and branches. 131  
 The wood rotted away. The minerals had 138  
 replaced the wood. The trees had turned into 146  
 fossils that were shaped just like the trees. 154  
 Some are small. Others are huge. 160  
 Laws help preserve this park for future 167  
 visitors. 168

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors: — \_\_\_\_\_  
 Number of Words Read Correctly: \_\_\_\_\_  
 Passing Criterion (50th %ile) = 85

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.



Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

During the summer, Tom and his father 7  
 took long walks. They stopped to rest under 15  
 an elm tree on warm days. The huge tree 24  
 stood beside a narrow river. This was their 32  
 favorite resting spot. Tom would remove his 39  
 sandals and dangle his feet in the cool water. 48

One day, Tom was gazing at rocks and 56  
 pebbles in the mud. He noticed something 63  
 strange. It was a rock with an unusual 71  
 pattern. He quickly picked it up and asked 79  
 his father, “What is this? It looks like the 88  
 drawing of a skeleton.” 92

“You have found an animal fossil,” replied 99  
 his father. “A fossil is what’s left of a plant or 110  
 animal that lived long ago.” 115

“How did the animal become a fossil?” 122  
 Tom asked. 124

“When it died, the animal’s body was 131  
 trapped in the soil. It turned into the stone 140  
 you found. You might enjoy collecting fossils,” 147  
 said Tom’s father. “Would you like to learn 155  
 more about them? I know several books you 163  
 could read.” 165

Tom read the books. He began to look for 174  
 more fossils. Soon he had eight in his precious 183  
 collection. 184

EVALUATING CODES FOR ORAL READING	
sky (l)	word read incorrectly
blue ^ sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>85</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

A long time ago, Gus’s family had a dairy 9  
 farm. They sold dairy products. Each day 16  
 Gus would wake up while it was still dark. 25  
 He always helped his father. He would herd 33  
 the cows into the barn. His father would 41  
 guide them into their stalls. Then together 48  
 they milked the animals. Gus liked to hear 56  
 the milk hit the bottom of the buckets. After 65  
 they finished milking, they quickly cooled the 72  
 liquid. The milk was packed in ice from the 81  
 icehouse. 82  
 When their chores were finished, Gus 88  
 would excitedly run home. His father often 95  
 took a bucket of fresh milk to the kitchen. 104  
 The hard work always made them tired and 112  
 hungry. When Gus sat down, he took a few 121  
 hazelnuts from a bowl on the table. Mother 129  
 usually served eggs, biscuits, and cheese for 136  
 breakfast. 137  
 Cheese was just one of the things they 145  
 made from milk. The family also produced 152  
 butter. It is made from milk fat. The cream 161  
 is churned until the fat turns into butter. 169  
 How does the butter separate from the milk? 177  
 It was a mystery to Gus. However, he liked 186  
 the taste of it on his morning biscuits. 194

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors: — \_\_\_\_\_  
 Number of Words Read Correctly: \_\_\_\_\_  
 Passing Criterion (50th %ile) = 90

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

The family sat on the front porch of their 9  
 brick home. Soon they heard the siren of a fire 19  
 truck. That meant trouble. They wondered 25  
 what might have happened. The oldest boy 32  
 guessed a building was on fire. His younger 40  
 brother thought it might be an accident. 47  
 Their little sister was sure the firemen were 55  
 hurrying to help find a lost puppy. 62

That evening the family sat in the kitchen. 70  
 The mother and father talked to their 77  
 children. The parents were concerned. What 83  
 would the family do in an emergency? How 91  
 would they escape if their house were on fire? 100  
 They discussed the problem. They decided on 107  
 a plan. 109

The family needed to stay calm. First, 116  
 they had to get out quickly. If the house was 126  
 smoky, crawling on their hands and knees was 134  
 a good idea. Then they would meet in the front 144  
 yard. Once they were all together, they would 152  
 know everyone was safe. The oldest would use 160  
 the neighbor’s phone to call 9-1-1. The rest of 169  
 the family would wait for help. 175

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue ^ sky (^) inserted word  
 (□) after the last word read

Comments:

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_

Number of Errors:                   —   \_\_\_\_\_

Number of Words Read Correctly: \_\_\_\_\_

Passing Criterion (50th %ile)       =   90

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Marcus was an eight-year-old boy who 8  
 had a brown and white puppy named Rex. 16  
 Most of the time, he and his dog had fun. 26  
 Today, the little boy was angry at his puppy. 35  
 He wanted Rex to mind him, but the puppy 44  
 had not even learned how to sit. Marcus 52  
 kicked a stone with his toe. He sighed, “I’ve 61  
 been trying to teach you a few tricks, and now 71  
 I’m too tired and frustrated!” The puppy was 79  
 scared and ran behind an oak tree. 86  
 Marcus’s father was watching the 91  
 situation. He smiled and said, “I’ll give you a 100  
 few clues. Learning is not easy. Treat your 108  
 puppy with kindness and show him you are 116  
 pleased when he obeys. Then he’ll learn how 124  
 to behave.” 126  
 The next day, Marcus took his puppy to 134  
 the wheat field behind their barn. He wanted 142  
 to teach Rex how to sit on command. The little 152  
 boy had stuffed crispy snacks into his pocket 160  
 to use as rewards. “Come on, Rex,” Marcus 168  
 said. Rex wagged his tail. The puppy jumped 176  
 up and licked his trainer’s face. Each time 184  
 Rex obeyed, Marcus told him he was a good 193  
 dog and gave him a tasty snack. Marcus 201  
 learned a lesson. Little deeds of kindness can 209  
 make a big difference. 213

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors:                   —    \_\_\_\_\_  
 Number of Words Read Correctly:       \_\_\_\_\_  
 Passing Criterion (50th %ile)       =    94

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start 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 will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Becky was the new girl in gym class. 8  
 She was sitting alone on a bench. She leaned 17  
 on a steel post. She looked quietly at the 26  
 children as they practiced flips and turns. 33  
 Becky was having a hard time making 40  
 friends. She had just moved into town with 48  
 her family. She wished she had friends like 56  
 the other children. Nobody seemed to notice 63  
 her, and she was feeling left out. 70  
 Coach Margo watched her from across 76  
 the gym floor. The coach wondered if Becky 84  
 knew any of the skills that she had taught 93  
 the team. 95  
 When Becky saw the coach walking 101  
 toward her, she tried not to look nervous. 109  
 Margo slowly approached the shy girl. “Hi, 116  
 are you Becky?” she asked. 121  
 “Yes,” replied the girl. “I don’t know 128  
 anyone.” 129  
 Margo offered to show her some of their 137  
 balance beam routines. She taught Becky 143  
 some new tricks. Then she introduced her to 151  
 other members in the gym class. Becky was 159  
 grateful for Coach Margo’s kindness. After 165  
 that, she made many new friends. 171

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors: — \_\_\_\_\_  
 Number of Words Read Correctly: \_\_\_\_\_  
 Passing Criterion (50th %ile) = 94

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

# NOTES

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# General Directions for Writing Assessment

## GRADE 2

### **PREPARATION:**

1. Prepare students for the Writing Assessment with clean paper and pencils.
2. Have them label the paper with their names and the date.
3. Explain to students that they have 45-50 minutes to complete the Writing Assessment.
4. Have students independently read the prompt and checklist, plan, and then begin writing. Encourage them to organize their thoughts during the prewriting phase and refer back to the checklist throughout the writing process.

### **EVALUATION:**

1. Following the assessment, collect the papers.
2. Use the “Four Point Rubric” found in the back of the *Teacher Materials* booklet to evaluate individual student’s writing by assigning a point value, 0-4, for each rubric category (Conventions, Genre, and Writing Traits).
3. Record the scores for each category on the Writing Assessment Report. Blackline masters are provided at the end of this booklet. The Reading Lions Center grants permission to photocopy these pages as needed.
4. Average the scores and record the average in the space provided.

### **PROMPTS:**

Prompts vary by theme. Writing prompt assessments have been aligned with the writing strategies and writing applications of California’s English-language arts content standards. The prompts for grade two are listed below.

Theme 1	Narrative
Theme 2	Expository
Theme 3	Friendly Letter
Theme 4	Expository
Theme 5	Narrative
Theme 6	Expository

<b>THEME 1 - Narrative</b>	<b>THEME 2 - Expository</b>
<p><b>Writing Situation:</b> You are thinking of writing a story about magic shoes.</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Your classmates</p> <p><b>Writing Directions:</b> Write a make-believe story about a character who finds a pair of magic shoes. Make an idea web before you begin writing your story.</p>	<p><b>Writing Situation:</b> You are thinking about your classroom and how it looks, feels, sounds, and smells.</p> <p><b>Purpose:</b> To describe your classroom</p> <p><b>Audience:</b> Your teacher</p> <p><b>Writing Directions:</b> Write a paragraph that describes your classroom. Include descriptive words and details. Plan your description before you begin writing.</p>
<b>THEME 3 - Friendly Letter</b>	<b>THEME 4 - Expository</b>
<p><b>Writing Situation:</b> You are thinking about what you like to do after school.</p> <p><b>Purpose:</b> To tell what you do after school</p> <p><b>Audience:</b> Your friend</p> <p><b>Writing Directions:</b> Write a letter to a friend telling what you enjoy doing after school. Include details to make your friendly letter interesting. Make an idea web before you write your letter.</p>	<p><b>Writing Situation:</b> You have been chosen to be “Student of the Month” at your school.</p> <p><b>Purpose:</b> To tell about yourself</p> <p><b>Audience:</b> Readers of the school newspaper</p> <p><b>Writing Directions:</b> Write a news article about yourself. Tell who you are, some important facts about yourself, and why you think you were chosen as the “Student of the Month.” Make an idea web before you write your news article.</p>
<b>THEME 5 - Narrative</b>	<b>THEME 6 - Expository</b>
<p><b>Writing Situation:</b> You are thinking about a special time when you showed kindness to a family member.</p> <p><b>Purpose:</b> To tell about kindness</p> <p><b>Audience:</b> Your family</p> <p><b>Writing Directions:</b> Write a personal narrative about a time you went out of your way to be kind to someone in your family. Make a planning chart before you begin writing.</p>	<p><b>Writing Situation:</b> You are thinking about how to make your favorite sandwich.</p> <p><b>Purpose:</b> To give instructions</p> <p><b>Audience:</b> Your classmates</p> <p><b>Writing Directions:</b> Write instructions to explain the steps for making your favorite sandwich. Include everything you will need to make your sandwich. Plan your instructions before you begin writing.</p>



## Four Point Rubric - Conventions

Conventions	1 Point	2 Points	3 Points	4 Points
Mechanics: Capitalization	Inconsistently uses capital letters at the beginning of sentences and for the pronoun <i>I</i> .	Consistently uses capital letters at the beginning of sentences and for the pronoun <i>I</i> . Randomly capitalizes proper nouns.	Consistently uses capital letters correctly at the beginning of sentences, with proper nouns, and pronoun <i>I</i> .	Uses capitalization correctly for previously mentioned forms and with greetings, months, days of the week, titles, and initials of people.
Mechanics: Punctuation	Minimally uses end punctuation.	Consistently uses most end punctuation correctly.	Consistently uses end punctuation and some commas correctly.	Uses end punctuation and commas correctly, including in the greeting and closure of a letter, with dates, and items in a series.
Grammar and Usage	Inconsistently uses nouns and verbs correctly.	Consistently uses nouns and verbs.	Consistently uses singular and plural nouns and adjectives correctly.	Correctly uses present and past verb tense, singular and plural nouns, contractions, and adjectives.
Sentence Structure	Writes sentence fragments, words, and labels.	Writes very simple sentences and run-ons.	Writes complete, coherent sentences.	Writes complete sentences using correct word order.
Spelling	Many words misspelled. Uses sound/spellings as primary strategy.	Often misspells three- and four-letter, short-vowel words.	Spells three- and four-letter, short-vowel words and grade-level-appropriate sight words correctly.	Spells frequently used, irregular words, basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.

### Four Point Rubric - Genre

Genre	1 Point	2 Points	3 Points	4 Points
Narrative Structure	Statements loosely related to topic. No order or organization apparent. Extraneous information may be present.	Statements related to topic. Purpose and organization (explain, describe, etc.) apparent.	Statements related to topic. Purpose apparent. Main points and supportive details can be identified.	Composition clearly on topic. Focused and organized around main points with supportive facts and assertions. Purpose obvious.
Narrative/Character and Setting	Shows no awareness of character and setting.	Inadequately developed character and setting.	Adequately developed character and setting. No details or elaboration.	Fully developed characters and setting. Elaboration and details enhance story.
Narrative/Plot	Inadequately developed plot. Story organization vaguely apparent. Sequence of events unrelated.	Inadequately developed plot. Sequence of events in chronological order.	Plot developed around a problem and its resolution. Moves logically with little elaboration or detail.	Plot developed around a problem, failed attempts, complications, and resolution. Moves logically through time with elaborate details.
Expository Structure	Statements loosely related to topic. No order or organization apparent. Extraneous information may be present.	Statements related to topic. Purpose and organization (explain, describe, etc.) apparent.	Statements related to topic. Purpose apparent. Main points and supportive details can be identified.	Composition clearly on topic. Focused and organized around main points with supportive facts and assertions. Purpose obvious.
Persuasive	Insufficient writing to show writer's purpose. No order or organization apparent.	Statements generally related to topic. Position vague or lacks clarity. Unrelated ideas or multiple positions included.	Statements related to topic. Position apparent though focus may be too broad. Lacks adequate supporting facts.	Composition clearly on topic. Position focused, organized, and maintained throughout. Facts support position. Includes effective closing.
Friendly Letter Form	Writing demonstrates no awareness of standard friendly letter form.	Writing demonstrates some awareness of standard letter form. Inconsistent use and placement of date, greeting, body, closing, and signature.	Writing demonstrates consistent use of standard letter form including date, greeting, body, closing, and signature.	Writing demonstrates consistent use of standard letter form with correct accompanying punctuation and awareness of audience.

## Four Point Rubric - Writing Traits

Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content/ Elaboration	Minimal content included, and/or off topic. Little or no detail.	Content's main idea understandable, but may be overly broad or simplistic. Details insufficient to support main ideas.	Content clearly focused. Main ideas understandable. Supporting details sufficient to develop and support main ideas.	Content exceptionally clear, focused, and interesting. Main ideas stand out and are developed with strong, supportive, and rich details.
Focus	Focus not discernable. Main ideas cannot be inferred.	Focus partially discernable. Topic/position/main idea vague and unclear.	Focus discernable. Topic/position/main idea is stated. Stays on topic.	Focus clearly discernable. Topic/position clearly stated and maintained. Topic and details tied together.
Organization (how well a piece is clearly organized, logically sequenced, and appropriately paragraphed; overall effect of writing)	Organization not apparent.	Organization attempted but haphazard. Writing may consist of listing of facts/ideas.	Organization clear and coherent. Includes introduction and conclusion.	Organization exceptionally clear and coherent. Order and structure move reader through text. Introduction grabs attention, and conclusion adds impact.
Sentence Fluency	Sentences awkward and difficult to follow.	Sentences mechanical, repetitive, and simplistic.	Sentences flow. Transitions between phrases and/or sentences usually fluid.	Sentence patterns varied, creating an effective flow and rhythm, and contributes to ease in oral reading.







## Skills Assessment Report - Page 2 for Districts Using Houghton Mifflin Reading GRADE 2 – THEME 1

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 53 WCPM	FLUENCY #2 53 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_







**Skills Assessment Report - Page 1  
for Districts Using Houghton Mifflin Reading  
GRADE 2 – THEME 3**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 78 WCPM	FLUENCY #2 78 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

## Skills Assessment Report - Page 2 for Districts Using Houghton Mifflin Reading GRADE 2 – THEME 3

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 78 WCPM	FLUENCY #2 78 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_







## Skills Assessment Report - Page 2 for Districts Using Houghton Mifflin Reading GRADE 2 – THEME 5

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 90 WCPM	FLUENCY #2 90 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

## Skills Assessment Report - Page 1 for Districts Using Houghton Mifflin Reading GRADE 2 – THEME 6

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 94 WCPM	FLUENCY #2 94 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4





# NOTES

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# NOTES

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**Sixth Edition**

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