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

RCTP

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 shows 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 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**

**Goal Line:** This line, usually across the top of the graph, is the goal the teacher has set for the student. This is the score level the teacher would like the student to reach by the end of the term or school year.

**Aim Line:** This line shows the rate of progress a student must make to reach the performance goal set by the teacher.

**Program Change:** When the teacher somehow changes either the instruction or measurement system for the student. This line indicates when that change occurred. Teachers may make a change if student progress is not moving toward the goal fast enough.

**Measure:** The numbers on this line of the graph show what we are measuring. Here, we can see how the counting system is described for scoring the students' work. For example, measures could be the number of words read correctly, correct spelling words, or the percentage of story parts remembered. Check the label of the vertical axis to identify what is being counted.

**Date:** The numbers on this line of the graph show the calendar date the measure was given to the student. These dates also can be used to show how long it has been between measures, as well as if a student has been absent or hasn't been measured for a period of time.

**Score:** These points or dots on the graph show the actual score the student achieved on the particular date a measure was given. This score can be compared to other scores on the graph to see how the student is progressing. This score also can be compared to the goal for the student to see if improvements are occurring throughout the school year.

**Trend Line:** This line is drawn through a series of actual student scores to indicate the average performance level over time. Individual measurement scores can vary from one time to the next. Teachers use this line to better see how well the student scores are progressing toward the aimline and final performance goal.
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 cannot 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

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Reading Rate and Errors for Sheri

- Correct word...
- Errors
Student: Sheri  Gr/Age: 2  Sch: M  Tch:  Area: Oral Reading Fluency

Date | 9/23 | 9/27 | 9/30 | 10/2 | 10/5 | 10/11
--- | --- | --- | --- | --- | --- | ---
M | ✔ |  |  |  |  |  
T |  | ✔ |  |  |  |  
W |  |  |  |  |  |  
Th | ✔ | ✔ |  |  |  |  
F |  |  |  |  | ✔ |  

Number of Words Read Correctly  x  Number of Error Words  ○
Long years ago, at the edge of a small mountain village in the snow country of Japan, there lived an old man and his wife. They had little in this world that they could call their own, but they were happy in their life together.

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

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

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

With a lighter step the old man went on through the snow. When he had sold his wood he returned once more to his humble house. As his old wife busied herself with preparing supper, he told her about rescuing the crane.
Student Name __________ Sheri __________ Date __________ 9/27/91 __________
Words Read Correctly __________ 53 __________ Errors __________ 6 __________

Morning. Katie John opened her eyes and looked
at the strange room. Yes, they were here, all right. She
pulled on her house and shorts and ran out of the house.
Did it really look as horrible as it had when they arrived last
night?

Oh, worse. Katie John groaned. It was nothing but an
ugly old brick house], squatting in the sunlight. Square as a
box, flat roof, not even a bit of ivy on the walls to soften the
sharp corners. It was three stories high, and little hooded
windows rimmed the top of the house, like beady eyes.
The ugly box was glaring at her.

"So, hah!" Katie John glared back.

Using all her fingers, Katie made a ferocious face at
the house. She stretched her eyes and mouth down, shoved
her nose up, and crossed her eyes.

"Gaaah, you old house!"

When Mother had first told her about the house in
Missouri, Katie had comforted herself that it might be a
beautiful old southern mansion, with huge white pillars on
the porch. Well, the house was old, and it had a porch, but
the posts were spindly and dirty gray.
Student Name Sheri Date 9/30/91
Words Read Correctly 38 Errors 8

At least once each summer we kids went off on a hike, but never without strong opposition from Mama. When it came to the open road, Mama had a closed mind. Her method of discouraging us from venturing into the unknown was to make the entire project appear ridiculous:

"You’re going on a what?"
"We’re going on a hike."
"What’s a hike?" Mama would ask.

When we started to explain it, the whole idea did in fact become ridiculous.

"We go walking, Ma."
"Walking? For that you have to leave home?"
"What’s the matter with walking right here? You walk; I’ll watch."

"You don’t understand, Ma. We take lunch along."
"I’ll give you lunch here, and you can march right around the table," and she would start singing a march, clapping her hands rhythmically.

"Ma, we climb mountains in the woods."
She couldn’t understand why it was so much more enjoyable to fall off a mountain that off a fire escape.

"And how about the wild animals in the woods?"
"Wild animals? What kinds of wild animals?"
"A bear for instance. A bear could eat you up."
"Ma. Bears don’t eat little children."

"Okay. So he won’t eat you, but he could take a bite and spit out! I’m telling you now, if a wild animal eats you up don’t come running to me. And who’s going with you?"

"Well, there’s Georgie —"

"Georgie! Not him! He’s a real wild animal! She then went on to list all the conditions for the trip."
July 30, 1715. Eleven ships sailed slowly along the coast of Florida. They were heavily loaded with silver and gold. About 2000 sailors were on board. The ships had to take their treasure all the way back to Spain—about 5000 miles away. The voyage would be full of danger. Pirates sailed the ocean. Hurricanes struck without warning. And the sea was full of reefs—hard jagged ridges hidden just underwater. If the bottom of a ship scraped against one, it would be torn open.

The sea was very still. The ships were barely moving. Then the sky grew dark and rain began to fall. The winds howled and giant waves crashed down. The storm grew worse; now the waves were like mountains. Men were swept overboard.

Wood cracked, sails tore, tons of water poured down. The ships were pushed toward the reefs. One ship sank to the bottom. Then another and another. Ten ships went down in the terrible storm. A thousand men died. A fortune in treasure was lost.
When Storm Boy went walking along the beach, or over the sand hills, or in the sanctuary, the birds were not afraid. They knew he was a friend. The pelicans sat in a row and rattled their beaks daily in greeting. The moorhens fussed and chattered. The ibises cut the air into strips as they jerked their curved beaks up and down. [The blue crane stood in silent dignity like a tall, thin statue as Storm Boy went past.]

But one morning Storm Boy found everything in uproar and confusion. Three or four young men had gone into the sanctuary. They had found some pelican nests -- wide, rough nests of sticks, grass and pelican feathers as big as turkey quills -- and they had killed two of the big birds nesting there. After that they scattered everything wildly with their boots, kicking and shouting and picking up the white eggs and throwing them about until they were all broken. They had gone off laughing.

Storm Boy crept forward in fear and anger. He looked around sadly at the ruin and destruction. They had heard a faint rustling and crying. There, under the sticks and grass of the broken nests, were three tiny pelicans -- still alive. Storm Boy picked them up carefully and hurried back to Hideaway with them.

Two of the baby pelicans were fairly strong, but the third was gravely ill. He was bruised and hurt and helpless. He was so weak that he couldn't even hold up his head to be fed. He just let it drop back flat on the ground as soon as Storm Boy or Hideaway let go of it.
I used to hear Papa and Mama and their friends talking about the lumber mill that had been the center of life in Parmele before I was born. But there wasn't any mill when I was growing up. The only thing left of it was the sawdust from all the wood they had sawed there. The sawdust was about a foot thick on the land where the mill had been. I used to love to walk on it. It was spongy, and it make me feel like I was made of rubber. I'd take my shoes off and kind of bounce along on top of it. But that was all that was left of the mill.

My Parmele was a train town. The life of my town moved around the trains that came in and out all day long. About 300 people lived in Parmele. Most of them were black. There were four churches and two schools. There wasn't even one doctor, and not many people would have had the money to pay one, if there had been. If somebody got real sick, a member of the family would go by horse and buggy to a nearby town and bring the doctor back, or sometimes the doctor would ride on his own horse.

Most of the men and women in Parmele earned their living by farming. Some did other things like working at the tobacco factory in Robersonville. But most worked on the farms that were all around in the area. When I was a little girl, they earned fifty cents a day - a farm day, sunup to sundown - plus meals.
Reading Retell
**RECEAILING REITELL 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.

![Graphs showing retell score summary](image_url)
Student: Sandy  Gr/Age: 4  Sch: M  Tch:  Area: Reading Retell - Idea Units

Number of Idea Units

Date  2/2  2/13  3/12  3/17  4/2  4/9  4/11  4/21

Unprompted ○  Prompted ♦
## Retell Scoring Summary

**Name:**  
Sandy  
**Tchr:**  
**Date:** 2/2  
**Story:** 58  
**Tchr:**  

### Unprompted Retell

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Number of words said in unprompted retell: **124**  
Percent of idea units in unprompted retell: **57%**

### Prompted Retell

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Percent of idea units in prompted retell: **72%**

### 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 anywhere," 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: 3/2  Story: 64

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<td>Place</td>
<td>✓</td>
<td>1 - 2 - 3 - 4</td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>✓</td>
<td>1 - 2 - 3 - 4</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>✓</td>
<td>1 - 2 - 3 - 4</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>✓</td>
<td>1 - 2 - 3 - 4</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>✓</td>
<td>1 - 2 - 3 - 4</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>Ø</td>
<td>4/7</td>
<td></td>
</tr>
</tbody>
</table>

Number of words said in unprompted retell: 362
Percent of idea units in unprompted retell: 82%

Percent of idea units in prompted retell: 55%

<table>
<thead>
<tr>
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<th>Idea Units</th>
<th>Prom p1</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>there was a little cloud.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>the little cloud lived in the sky with a mother cloud and a father cloud.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>the father cloud was very big and very dark.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>every now and then the father cloud would say, &quot;it is time to make some rain.&quot;</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>the father cloud would shake and make loud thunder sounds-&quot;boom, boom.&quot;</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>then the rain would fall from the cloud.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>the father cloud was very proud.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>he was the best rain maker in the sky.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>but the mother cloud was pretty good at making rain too.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>every now and then she would say, &quot;I think I'll make some rain.&quot;</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>She would make some loud thunder sounds, and out would come the rain.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>but the little cloud could not make rain.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unpr</th>
<th>Idea Units</th>
<th>Prom p1</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>he would say, &quot;I think I'll make some rain.&quot;</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>he would shake and shake.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>he would try as hard as he could, but no rain came from that small cloud.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>the mother cloud said, &quot;don't feel bad. when you are bigger, you will make rain.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>you are too small now, but you will grow.&quot;</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>but he couldn't even make loud sounds. and not one drop of rain came from that cloud.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>he felt very sad.</td>
<td></td>
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</table>
# RETELL SCORING SUMMARY

Name: Sandy  
Date: 3/7  
Story: 67

## UNPROMPTED RETELL

<table>
<thead>
<tr>
<th>Element</th>
<th>Rate</th>
<th>Response</th>
<th>Richness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
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<td>basic</td>
<td>1-2-3-4</td>
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<tr>
<td>Time</td>
<td>√</td>
<td>basic</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Place</td>
<td>√</td>
<td>basic</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Problem</td>
<td>√</td>
<td>basic</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Goal</td>
<td>√</td>
<td>basic</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Action</td>
<td>√</td>
<td>basic</td>
<td>1-2-3-4</td>
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<tr>
<td>Outcome</td>
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<td>1-2-3-4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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<td>0 36</td>
</tr>
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</table>

Number of words said in unprompted retell: 284
Percent of idea units in unprompted retell: 56%

## PROMPTED RETELL

<table>
<thead>
<tr>
<th>Element</th>
<th>Rate</th>
<th>Response</th>
<th>Richness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
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<td>detailed</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Time</td>
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<td>Place</td>
<td>√</td>
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<td>1-2-3-4</td>
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<tr>
<td>Problem</td>
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<tr>
<td>Goal</td>
<td>√</td>
<td>detailed</td>
<td>1-2-3-4</td>
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<tr>
<td>Action</td>
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<td>detailed</td>
<td>1-2-3-4</td>
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<tr>
<td>Outcome</td>
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<tr>
<td>TOTAL</td>
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<td></td>
<td>0 36</td>
</tr>
</tbody>
</table>

Percent of idea units in prompted retell: 56%

---

Uspr  | Idea Units                                                                 |
---    |---------------------------------------------------------------------------|
√     | 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."                                          |
√     | 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.                                    |
√     | there was no bear over there, there, there, ho, ho."                     |
√     | the end                                                                   |

---

University of Oregon
**RETELL SCORING SUMMARY**

<table>
<thead>
<tr>
<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
</tr>
</thead>
<tbody>
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<td><strong>UNPROMPTED RETELL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character</td>
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<td>✓</td>
<td>1—2—3—4</td>
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<tr>
<td>Time</td>
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<td>Place</td>
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<td>✓</td>
<td>1—2—3—4</td>
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<tr>
<td>Problem</td>
<td>✓</td>
<td>✓</td>
<td>(1)—2—3—4</td>
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<tr>
<td>Goal</td>
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<td>✓</td>
<td>1—2—3—4</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>✓</td>
<td>✓</td>
<td>(1)—2—3—4</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>✓</td>
<td>✓</td>
<td>1—2—3—4</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>Ø</td>
<td>90</td>
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<th>St.</th>
<th>Response</th>
<th>Richness</th>
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<td><strong>PROMPTED RETELL</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Character</td>
<td>✓</td>
<td>✓</td>
<td>(1)—2—3—4</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>✓</td>
<td>✓</td>
<td>1—2—3—4</td>
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<tr>
<td>Place</td>
<td>✓</td>
<td>✓</td>
<td>1—2—3—4</td>
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<tr>
<td>Problem</td>
<td>✓</td>
<td>✓</td>
<td>1—2—3—4</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>✓</td>
<td>✓</td>
<td>1—2—3—4</td>
<td></td>
</tr>
<tr>
<td>Action</td>
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<td>✓</td>
<td>1—2—3—4</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>✓</td>
<td>✓</td>
<td>(1)—2—3—4</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>Ø</td>
<td>40</td>
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</table>

Number of words said in unprompted retell: **201**  
Percent of idea units in unprompted retell: **97%**

Percent of idea units in prompted retell: **53%**

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

<table>
<thead>
<tr>
<th>Unpr</th>
<th>Idea Units</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>the car door was open.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>sandy looked around.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>now one was around.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>so sandy ran over to the door of the red car and looked inside.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>the car was filled with TV sets.</td>
<td>✓</td>
</tr>
</tbody>
</table>
| ✓ | 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 footsteps. | ✓ |
| ✓ | more to come | ✓ |
### Retell Scoring Summary

**Name:** Sandy  
**Date:** 4/9  
**Story:** 73  

#### UNPROMPTED RETELL

<table>
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<tr>
<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td>✓</td>
<td>✓</td>
<td>1---2---3---4</td>
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<tr>
<td>Time</td>
<td>✓</td>
<td>✓</td>
<td>1---2---3---4</td>
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</tr>
<tr>
<td>Place</td>
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<td>✓</td>
<td>1---2---3---4</td>
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<tr>
<td>Problem</td>
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<td>✓</td>
<td>1---2---3---4</td>
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<td>Goal</td>
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<td>✓</td>
<td>1---2---3---4</td>
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</tr>
<tr>
<td>Outcome</td>
<td>✓</td>
<td>✓</td>
<td>1---2---3---4</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>0-1-1-1</td>
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</table>

Number of words said in unprompted retell: 199  
Percent of idea units in unprompted retell: 70%  

#### PROMPTED RETELL

<table>
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<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
</tr>
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<tbody>
<tr>
<td>Character</td>
<td>✓</td>
<td>✓</td>
<td>1---2---3---4</td>
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<tr>
<td>Time</td>
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<tr>
<td>Place</td>
<td>✓</td>
<td>✓</td>
<td>1---2---3---4</td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>✓</td>
<td>✓</td>
<td>1---2---3---4</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
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<td>✓</td>
<td>1---2---3---4</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>✓</td>
<td>✓</td>
<td>1---2---3---4</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>✓</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td></td>
<td>0-1-1-1</td>
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</table>

Percent of idea units in prompted retell: 70%  

---

**Prompted Retell Examples:**

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

---

*University of Oregon*
## RETELL SCORING SUMMARY

**Name:** Sandy  
**Date:** 4/11  
**Story:** 76  

<table>
<thead>
<tr>
<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
</tr>
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<tbody>
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<td></td>
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</tr>
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<tr>
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</tr>
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<td>Place</td>
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<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Problem</td>
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<td>✓</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Goal</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Action</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Outcome</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Ø</td>
<td>4.7</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROMPTED RETELL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Time</td>
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<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Place</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Problem</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Goal</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Action</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Outcome</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Ø</td>
<td>4.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of words said in unprompted retell:** 146  
**Percent of idea units in unprompted retell:** 42%  

**Percent of idea units in prompted retell:** 79%  

---  

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

---  

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
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<tr>
<td>UNPROMPTED RETELL</td>
<td></td>
<td></td>
<td>Basic</td>
<td>Detailed</td>
<td>UNPROMPTED RETELL</td>
<td></td>
<td></td>
<td>Basic</td>
<td>Detailed</td>
</tr>
<tr>
<td>Character</td>
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<td>✓</td>
<td>1-2-3-4</td>
<td></td>
<td>Character</td>
<td>✓</td>
<td>✓</td>
<td>1-2-3-4</td>
<td></td>
</tr>
<tr>
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<td>✓</td>
<td>✓</td>
<td>1-2-3-4</td>
<td></td>
<td>Time</td>
<td>✓</td>
<td>✓</td>
<td>1-2-3-4</td>
<td></td>
</tr>
<tr>
<td>Place</td>
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<td>0-2-3-4</td>
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<td>Place</td>
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<td>Problem</td>
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<tr>
<td>Goal</td>
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<td>1-2-3-4</td>
<td></td>
<td>Goal</td>
<td>✓</td>
<td>✓</td>
<td>1-2-3-4</td>
<td></td>
</tr>
<tr>
<td>Action</td>
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<td>✓</td>
<td>1-2-3-4</td>
<td></td>
<td>Action</td>
<td>✓</td>
<td>✓</td>
<td>1-2-3-4</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>✓</td>
<td>✓</td>
<td>1-2-3-4</td>
<td></td>
<td>Outcome</td>
<td>✓</td>
<td>✓</td>
<td>1-2-3-4</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>φ</td>
<td>φ</td>
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<td>φ</td>
<td>TOTAL</td>
<td>φ</td>
<td>φ</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Number of words said in unprompted retell: **203**
Percent of idea units in prompted retell: **87%**

---

**Unprompted Idea Units:****

<table>
<thead>
<tr>
<th>Unpr</th>
<th>Idea Units</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>don had a job that he did not like.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>he worked in a hat store.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>he mopped up in that store at the end of each day.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>when he mopped, he talked to himself.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>he would say, &quot;I hate to work in this hat store.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>I hate to mop.&quot;</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>then he would think of things that he would like to do.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>he said, &quot;I wish I was big.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>I wish I could fly.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>I would like to be a super man.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>but I am just a mopper</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>I am not big.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>I cannot fly.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>when the store was mopped,</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>don would sit and mope.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>he would think of the things he would do if he was a super man.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>&quot;I would find crooks,&quot; he said.</td>
<td>✓</td>
</tr>
</tbody>
</table>

---

**Prompted Idea Units:**

<table>
<thead>
<tr>
<th>Unpr</th>
<th>Idea Units</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>&quot;they would shoot at me,</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>but I would not feel a thing.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>every day was the same.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>don would mop and mop.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>then he would mope and mope.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>when he mopped, he would think about being a super man.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>when he would mope, he would think about that too.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>then one day something happened.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>don was moping in the back of the store.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>all at once, he stopped mopping.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>I think I hear something,&quot; he said.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>the sound came from the door that led down the stairs.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>somebody was saying, &quot;come down the stairs.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>don opened the door and went down the stairs.</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>to be continued.</td>
<td>✓</td>
</tr>
</tbody>
</table>

---

*University of Oregon*
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 anywhere to write. That teacher didn't no where the papers go.
We played and got motivated. The next day we had to do the work. We sent the books to the teacher
was mad.
```

<table>
<thead>
<tr>
<th>Total Words: 35</th>
<th></th>
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<tbody>
<tr>
<td>Searched Word Sequences: 15</td>
<td></td>
</tr>
<tr>
<td>Total Word Sequences: 22</td>
<td>7</td>
</tr>
<tr>
<td>Tag ID: 123.99</td>
<td></td>
</tr>
</tbody>
</table>

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.

\[ ^\text{Susie}^\text{got}^\text{a}^\text{cute}^\text{new}^\text{kitten}^\text{.} \quad = \quad 7 \text{ Correct Word Sequences} \]

\[ \text{susie got}^\text{a}^\text{quite knu kitten}^\text{.} \quad = \quad 2 \text{ Correct Word Sequences} \]
**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.
Written Expression

Progress Monitoring

Candace
10-8-91

Write a story that begins with:

If I were an astronaut ....

I would have fun

If I were up in space, and go into orbit, I would be the best in them. Erin said, I can't imagine being one, and I can't imagine playing with the moon. If I were up in space, I would be fun to the end of the happy halloween. I would be off.
75%

Written Expression

Progress Monitoring

CWS = 39
IC = 13
T = 52

Candace
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
bye. My friend said she was crying. He said with is working? She said I am
happy. My friend and I went to the theater. Later, my friend and I are
happy. I wrote to Elly. ok

Research, Consultation, & Teaching Program
Progress Monitoring

Candace
December 5, 1971

Write a story that begins with:

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

Progress Monitoring

6

\( cws = 32 \)
\( t = 52 \)
\( c = 20 \)

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....

The door opened and I was happy.

My mom said Candace you

have got to come inside.

Mama went to the top house.

She said, 'I'm going to the mall.

Will you go?' I said, 'I guess.'

We took the elevator and the door said, 'Goodbye.'

The End
The door latch clicked softly, and I knew I was ..... 
in truth but it was Santa. 
It was Christmas time. He was happy and he said
I have to go home. And I said goodbye. And I went

to see the tree it was
cute. The tree had presents under the tree. I wrote to
the end got a present from
the tree I was happy. 
It was a TV. I had it
get to bed good night.
Written Expression

Progress Monitoring

CWS = 48
I C = 28
T = 76

Candace
January 6, 1992
1-6-92

Write a story that begins with:

One day I was jumping rope and all of a sudden....
Once I had a magic pencil

that was doing stuff. It was funny. It made one laugh. I said, "please do not do magic pencil!" And it said, "I can say it!" It said, "OK." She ran away. I was sad and cry. My mom said, "Candace, you just came back." I said, "Mom, magic pencil is my fart." And she came back. I was happy.
Written Expression

Progress Monitoring

Candace Grove
January 17, 1992
1-17-92

Write a story that begins with:

It was the most important race of the year. Everyone lined up. Then suddenly ....

I was overjoyed and I was sweating. I could not wait. It was a fun. My friend said you be with me and I'll help. I said I will and I will get that tape. I had a big smile on my face. And it was time to race. It was January 17, 1992. We went on a swinging fast and you knew who was first. I did Candace Grove win? They gave me the tear. No
Progress Monitoring

CWS = 49
IC = 14
T = 63

Write a story that begins with:

Our sailboat ran into some rocks and crashed. We were stranded on an island....

in Engen. It was not fun. We saw a girl that was very cute and pretty. We were having a fun time. 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. She said goodbye. I heard the story too. And it was just a dream.

University of Oregon
Written Expression

Progress Monitoring

Candace
2-19-92

Write a story that begins with:

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

And then we went to the mall. We got me a hat and a pan. And then we go popcorn and a candy bar. This said I love. He said I love you too. And then we went home. He said good by. She said good by.
Progress Monitoring

Candace
3-11-92

Write a story that begins with:

It was very cute. It was gold. My milk pink was talking to me. I said, "I don't like it. I could take it to me and it went to school with me. My friend said, "Is that your milk?" I said, "Yes, my friend. And I said, "Goodbye."

My friend and I went my home. It was just a dream. I felt happy. I woke up.
Written Expression

Progress Monitoring

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 falling at the giant. He was very, very, funny to me. The giant was making me feel safe. The giant said he felt like to me. If I cough, he said he felt. 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:

\[ ^\text{m}^\text{y}^\text{s}^\text{e}^\text{l}^\text{f}^\text{1}^\text{f}^ = 7 \text{ CLS} \quad ^\text{m}^\text{i}^\text{s}^\text{e}^\text{l}^\text{f}^ = 5 \text{ CLS} \]

**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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Word</th>
<th>Phrase</th>
<th>Word</th>
<th>CLS</th>
<th>Cum CLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (60)</td>
<td>owl</td>
<td>an owl can fly</td>
<td>owl</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2. (60)</td>
<td>reach</td>
<td>reach your goal</td>
<td>reach</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>3. (30)</td>
<td>smelled</td>
<td>food smelled good</td>
<td>smelled</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>4. (30)</td>
<td>skip</td>
<td>skip to the gym</td>
<td>skip</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>5. (40)</td>
<td>splash</td>
<td>splash wave</td>
<td>splash</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>6. (50)</td>
<td>toy</td>
<td>a toy would be fun</td>
<td>toy</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>7. (60/1:00)</td>
<td>flying</td>
<td>lying birds</td>
<td>flying</td>
<td>7</td>
<td>41</td>
</tr>
<tr>
<td>8. (70/1:10)</td>
<td>shoes</td>
<td>my shoes are new</td>
<td>shoes</td>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>9. (80/1:20)</td>
<td>sunk</td>
<td>he smunk the ship</td>
<td>sunk</td>
<td>5</td>
<td>52</td>
</tr>
<tr>
<td>10. (90/1:30)</td>
<td>home</td>
<td>let's go home</td>
<td>home</td>
<td>5</td>
<td>57</td>
</tr>
</tbody>
</table>

**Spelling Measure**

**Spelling**

**Spelling for Angie**

![Graph showing spelling performance over time](image-url)
Spelling

Name: Angie

Date: 9-21

1. north

2. hand

3. ill

4. swim

5. lunches

6. box

7. pen

8. sho

9. think

10. many

11. ta

12. ball

13. family

14. my

15. bay

16. mush

17. word

18. drang

CLS = 66
Words = 3
SPELLING

Name Angie                   Date 9/24

1. ^rub^                   10. ^la^  
2. ^hos^                   11. ^hu^ 
3. ^be^                   12. ^ump^  
4. ^us^                   13. ^thik^  
5. ^hft^                   14. ^gr^ 
6. ^I^                   15. ^load^  
7. ^grl^                   16. ^rph^  
8. ^get^                   17. ^irt^ 
9. ^wah^                   

CLS - 56
Words - 4
SPELLING

Name  Angie  Date  10-6

1.  ^krappie
2.  ^men
3.  ^top
4.  ^wash
5.  ^looket
6.  ^yl
7.  ^don
8.  ^starp
9.  ^trige
10.  ^bshse
11.  ^ask
12.  ^yes
13.  ^ma
14.  ^fi
15.  ^wel
16.  ^gav
17.  ^ich
18.  ^ne

CLS - 58
Words - 4
**SPELLING**

Name: Angie

Date: 10-7-92

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>cloud</td>
</tr>
<tr>
<td>10</td>
<td>kick</td>
</tr>
<tr>
<td>2</td>
<td>her</td>
</tr>
<tr>
<td>11</td>
<td>stay</td>
</tr>
<tr>
<td>3</td>
<td>friend</td>
</tr>
<tr>
<td>12</td>
<td>ages</td>
</tr>
<tr>
<td>4</td>
<td>wish</td>
</tr>
<tr>
<td>13</td>
<td>write</td>
</tr>
<tr>
<td>5</td>
<td>sit</td>
</tr>
<tr>
<td>14</td>
<td>sat</td>
</tr>
<tr>
<td>6</td>
<td>cir</td>
</tr>
<tr>
<td>15</td>
<td>cannot</td>
</tr>
<tr>
<td>7</td>
<td>he</td>
</tr>
<tr>
<td>16</td>
<td>or</td>
</tr>
<tr>
<td>8</td>
<td>puppies</td>
</tr>
<tr>
<td>17</td>
<td>gir</td>
</tr>
<tr>
<td>9</td>
<td>rabbit</td>
</tr>
<tr>
<td>18</td>
<td>me</td>
</tr>
</tbody>
</table>

CLS - 57
Words - 6
Spelling

Name Angie Date 10-13

1. ^b^u^s^ 10. ^y^e^s^l^o^ 11. ^b^r^t^h^ 12. ^f^r^i^s^e^ 13. ^b^r^u^t^ 14. ^f^r^i^v^e^ 15. ^s^u^m^e^ 16. ^m^e^e^n^ 17. ^s^t^a^e^ 18. ^r^e^a^m^.

Cls 55
Words 5

University of Oregon
SPELLING

Name __Angie__  Date __10-16__

1. __ɔrnj__
2. __ɔ.thɛi__
3. __d.i.d__
4. __pɔ.x__
5. __rʌn.ɪŋ__
6. __pr.tyyy__
7. __dr.ɔd__
8. __fæ.ˈmɪl__
9. __ræ.nε__
10. __k.i.kɛ__
11. __wɔrk.i__
12. __fɛɛt^__
13. __fʌ.ʌd^__
14. __dɹɪs^__
15. __ɔr^__
16. __fɹ.ɛnɛ__
17. __o__
18. __fɹ__

CLS __62__
Words __5__
<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>pin</td>
</tr>
<tr>
<td>2</td>
<td>candy</td>
</tr>
<tr>
<td>3</td>
<td>wish</td>
</tr>
<tr>
<td>4</td>
<td>cool</td>
</tr>
<tr>
<td>5</td>
<td>five</td>
</tr>
<tr>
<td>6</td>
<td>talk</td>
</tr>
<tr>
<td>7</td>
<td>hike</td>
</tr>
<tr>
<td>8</td>
<td>hi</td>
</tr>
<tr>
<td>9</td>
<td>kit</td>
</tr>
<tr>
<td>10</td>
<td>swim</td>
</tr>
<tr>
<td>11</td>
<td>branch</td>
</tr>
<tr>
<td>12</td>
<td>fit</td>
</tr>
<tr>
<td>13</td>
<td>after</td>
</tr>
<tr>
<td>14</td>
<td>play</td>
</tr>
<tr>
<td>15</td>
<td>lick</td>
</tr>
<tr>
<td>16</td>
<td>can</td>
</tr>
<tr>
<td>17</td>
<td>more</td>
</tr>
<tr>
<td>18</td>
<td>baby</td>
</tr>
</tbody>
</table>

**CLS 6s**
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:

\[
\begin{array}{c}
27 \\
2 \overline{\div} 54 \\
4 \\
14 \\
14 [7 correct digits]
\end{array}
\begin{array}{c}
\times 43 \\
3 \\
+ 9 \\
1 \overline{\div} 7 \\
17 [2 correct digits]
\end{array}
\begin{array}{c}
22 \\
66 \\
88 \\
2 [2 correct digits]
\end{array}
\begin{array}{c}
946 [7 correct digits]
\end{array}
\]

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.
Student: Mike

Area: Math

Gr/Age: 4

Soh: M

Tch:

Correct Digits

Date


Research, Consultation, & Teaching Program
Progress Monitoring
Math 3

Probe 15

Mike

412
+ 552
564

598
- 96
502

\( \div 1 \)
626

\( \times 1 \)
+ 248
874

\( \times 1 \)
895
- 45
850

88
+ 13
294

- 87
- 149
1

24
x 1
236
+ 190
657
- 42
831

\( \times 18 \)

968
- 858
57
+ 21
12
+ 58
76

49

Total digits correct

University of Oregon
Progress Monitoring
Math 3

Probe 2

11 +12

\[ \frac{31}{36} \]

77 948

\[ \frac{811}{1273} \times 3 \]

Mike

95 487

\[ \frac{405}{882} \]

2

35 x 4

9 12

\[ \frac{42}{22} \]

4

6 4

\[ \frac{30}{16} \]

28 -24

\[ \frac{16}{7} \]

740 +167

74

44 95

\[ \frac{34}{73} \]

+38 -34

68 648

\[ \frac{32}{61} \]

\[ \frac{59}{271} \]

\[ \frac{61}{8} \]

Total digits correct

Research, Consultation, & Teaching Program
Progress Monitoring
Math 3

Probe 11

\[ \begin{array}{c}
\frac{79}{-49} & \frac{81}{37} & \frac{12}{981} \\
\frac{16}{3} & \frac{1}{2} & \frac{1}{4} \\
\frac{66}{\times 1} & \frac{1}{59} & \frac{2}{62} & \frac{1}{69} & \frac{2}{85} & \frac{2}{9}
\end{array} \]

Total digits correct: \[ \frac{10}{35} + 44 + 11 + 41 + 53 \]

Mike
Progress Monitoring
Math 3

Probe 11

Mike P
9-23-92

\[
\begin{align*}
79 & -49 = 2 \\
40 & +71 = 3 \\
12 & +4 = 2 \\
39 & \times 1 = 3
\end{align*}
\]

\[
\begin{align*}
66 & \times 1 = 66 \\
59 & +14 = 73 \\
62 & -22 = 40 \\
69 & +16 = 85
\end{align*}
\]

\[
\begin{align*}
888 & -154 = 734 \\
734 & +52 = 786 \\
61 & +3 = 64 \\
29 & \times 1 = 29
\end{align*}
\]

\[
\begin{align*}
38 & \times 5 = 190 \\
655 & -10 = 645 \\
12 & +3 = 15 \\
62 & -8 = 54
\end{align*}
\]

\[
\begin{align*}
10 & +8 = 18 \\
35 & \div 2 = 17 \\
44 & +14 = 58 \\
41 & \div 2 = 20
\end{align*}
\]

Total digits correct

26
Progress Monitoring
Math 3

Probe 19

Mike
4-24-92

1
948 + 537 = 1485

3
\[ \frac{59}{7} \times 1 = 59 \]

+ 12 = 71

\[ \frac{2}{9} \times 2 = \frac{4}{9} \]

943

7

379

51

-22

22

\[ \frac{53}{7} \times 3 = \frac{159}{21} \]

15

\[ \frac{2}{2} \times 1 = \frac{1}{1} \]

3

7

98

13

\[ \frac{23}{4} \times 2 = \frac{46}{8} \]

26

81

\[ \frac{-59}{38} \times 48 = \frac{-2916}{1524} \]

48

2

2

962

10

\[ \frac{33}{13} \times 2 = \frac{66}{26} \]

560

6

\[ \frac{41}{71} \times 3 = \frac{123}{213} \]

294

25

\[ \frac{-74}{20} \times 3 = \frac{-222}{60} \]

40

794

\[ \frac{33}{6} \times -6 = \frac{-198}{36} \]

+ 1

3

25

Total digits correct
Progress Monitoring
Math 3

Probe 2

\[ \begin{array}{c}
\text{Mike} \\
\text{9-29-12} \\
\hline
11 \\
+1 \\
\hline
12 \\
77 \\
-31 \\
\hline
46 \\
948 \\
-811 \\
\hline
137 \\
3 \\
\times 8 \\
\hline
7 \\
\end{array} \]

\[ \begin{array}{c}
35 \\
\times 9 \\
\hline
22 \\
\end{array} \]

\[ \begin{array}{c}
28 \\
-24 \\
\hline
4 \\
6 \\
+10 \\
\hline
16 \\
30 \\
+31 \\
\hline
61 \\
41 \\
\end{array} \]

\[ \begin{array}{c}
740 \\
+167 \\
\hline
\end{array} \]

\[ \begin{array}{c}
40 \\
\times 0 \\
\hline
68 \\
32 \\
+59 \\
\hline
648 \\
61 \\
\times 8 \\
\hline
30 \\
\end{array} \]

Total digits correct
Progress Monitoring
Math 3

Probe 12

\[ \begin{array}{c}
74 \\
\times 1 \\
\hline
74
\end{array} \]

\[ \begin{array}{c}
52 \\
\times 1 \\
\hline
52
\end{array} \]

\[ \begin{array}{c}
98 \\
-20 \\
\hline
78
\end{array} \]

\[ \begin{array}{c}
967 \\
+ 21 \\
\hline
988
\end{array} \]

\[ \begin{array}{c}
96 \quad 2 \\
\hline
964 \quad 1
\end{array} \]

\[ \begin{array}{c}
71 \\
+ 21 \\
\hline
92
\end{array} \]

\[ \begin{array}{c}
54 \\
-30 \\
\hline
24
\end{array} \]

\[ \begin{array}{c}
54 \\
-30 \\
\hline
24
\end{array} \]

\[ \begin{array}{c}
1 \\
\times 6 \\
\hline
6
\end{array} \]

\[ \begin{array}{c}
22 \\
+ 24 \\
\hline
46
\end{array} \]

\[ \begin{array}{c}
51 \\
\times 9 \\
\hline
459
\end{array} \]

\[ \begin{array}{c}
91 \\
\times 6 \\
\hline
546
\end{array} \]

\[ \begin{array}{c}
98 \\
-48 \\
\hline
50
\end{array} \]

\[ \begin{array}{c}
81 \\
+ 10 \\
\hline
91
\end{array} \]

\[ \begin{array}{c}
87 \\
- 35 \\
\hline
52
\end{array} \]

\[ \begin{array}{c}
83 \\
3 \\
\hline
86
\end{array} \]

\[ \begin{array}{c}
91 \\
+ 17 \\
\hline
108
\end{array} \]

\[ \begin{array}{c}
22 \\
\times 3 \\
\hline
66
\end{array} \]

Total digits correct

\[ \begin{array}{c}
6 \\
\hline
23
\end{array} \]
Progress Monitoring
Math 3

Probe 20

Mike

10-7

3 + 72
- 17
 74
5

33 x 3
99
72
3

306 - 53
253
1

65 + 60
125
3

33 x 4
132
87
2

62 x 4
248
10
5

350 + 289
639
3

62
15

1 + 24
25
3

10

32

Total digits correct

32

Research, Consultation, & Teaching Program
Progress Monitoring
Math 3

Probe 15

Mike
10-13

\[
\begin{array}{cccccc}
412 & + & 598 & = & 626 & \text{x} 3 \quad 9 \\
552 & + & 96 & = & 648 & \text{x} 1 \quad 8 \\
158 & + & 47 & = & 205 & \text{x} 2 \quad 8 \\
274 & + & 64 & = & 338 & \text{x} 3 \quad 8 \\
88 & - & 87 & = & 1 \quad 3 \\
- & + & 28 & = & 21 & \text{x} 3 \quad 6 \\
2 & - & 149 & = & 1 & \text{X} \quad 6 \\
\text{x} & & \text{X} & & \text{X} & \quad \text{X} \\
968 & + & 57 & = & 12 & \text{X} \quad 49 \\
- & + & 58 & = & 82 & \text{X} \quad 49 \\
\end{array}
\]

Total digits correct

26
Progress Monitoring
Math 3

Probe 25

Mike

10-15

\[
\begin{array}{cccccc}
21 & +57 & 94 & 18 & 424 & 3 \\
\hline
78 & 1 & 2 & & & 8 \\
\end{array}
\]

\[
\begin{array}{cccccc}
76 & -70 & 70 & 68 & & 5 \\
\hline
1 & 2 & & & & 5 \\
\end{array}
\]

\[
\begin{array}{cccccc}
7 & 631 & 59 & 12 & & 9 \\
\hline
17 & 3 & 2 & & & 9 \\
\end{array}
\]

\[
\begin{array}{cccccc}
69 & -49 & 88 & 2 & & 4 \\
\hline
2 & 1 & 1 & & & 4 \\
\end{array}
\]

\[
\begin{array}{cccccc}
14 & 86 & 530 & 37 & & 2 \\
\hline
& & -9 & & & 2 \\
\end{array}
\]

Total digits correct

Research, Consultation, & Teaching Program
Progress Monitoring
Math 3

Probe 3

Mike
10-21

313
-9
214
1
16
x 9
144
+ 40
484
2
85
3

621
66
2
62
-71
51
+ 230
481
3
270
-6
264
1

53
3
2
42
9
8
+ 8
16
156
-1
155
3
7
20

0
2
4
1
56
95
3
759
-10
749
3
4
3
2
9

81
x 3
91
-5
86
5
20
+ 43
62
110
+ 465
577
3

Total digits correct
29
Progress Monitoring
Math 3

Probe 7

Mike
10-23

566 + 400
966

3
86

25

82

2

47

+ 5

9

3

7

11 + 87
98

2

80

1

937

88

85

15

6

3

+ 73

22

2

3

1

3

99

89

79

50

11

19

162 + 327
989

52

11

19

22 x 2
96 x .1

38

746

37

30

Total digits correct

Research, Consultation, & Teaching Program
Progress Monitoring
Math 3

Probe 24

\[
\begin{array}{c}
91 \\
-11 \\
\hline
80 \\
+100 \\
\hline
180 \\
\times 8 \\
\hline
1440 \\
\div 9 \\
\hline
160 \\
\end{array}
\]

Mike
10-27

9

\[
\begin{array}{c}
20 \\
+46 \\
\hline
66 \\
978 \\
-722 \\
\hline
256 \\
53 \\
\times 6 \\
\hline
318 \\
+34 \\
\hline
352 \\
\end{array}
\]

10

7

\[
\begin{array}{c}
12 \\
\times 4 \\
\hline
48 \\
+45 \\
\hline
93 \\
-242 \\
\hline
-149 \\
484 \\
+404 \\
\hline
888 \\
\end{array}
\]

10

7

3

\[
\begin{array}{c}
52 \\
-49 \\
\hline
4 \\
74 \\
+22 \\
\hline
96 \\
972 \\
-730 \\
\hline
242 \\
242 \\
\times 5 \\
\hline
1210 \\
\end{array}
\]

74

5

\[
\begin{array}{c}
936 \\
+199 \\
\hline
1135 \\
68 \\
-57 \\
\hline
11 \\
\end{array}
\]

21

2

+1

6

34

Total digits correct

University of Oregon
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.

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

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
grandpa’s best. My friend Peter has a new glass
house with pebble path gardens that go nowhere.
And Maggie lives next door in an old wooden	house with rooms behind rooms, all with carved
doors and brass doorknobs. They are fine houses.
But Grandpa’s house is my favorite. Because I see it
through Grandpa’s eyes.

Grandpa is blind. He doesn’t see the house the
way I do. He has his own way of seeing.

“Good morning, John.”
“Where’s Nana?” I ask him.
“Don’t you know?” he says, bending and
stretching. Close your eyes, John, and look
through my eyes. I close my eyes. Down below, I
hear the banging of pots and the sound of water
running that I didn’t hear before.

“Nana is in the kitchen, making breakfast,” I
say. When I open my eyes again, I can see
Grandpa nodding at me. He is tall with dark gray
hair. His eyes are sharp blue even though they
are not sharp seeing.

I exercise with Grandpa. Up and down. Then
I try to exercise with my eyes closed.

“One, two,” says Grandpa, “three, four.”
“Wait!” I cry. I’m still on one, two when
Grandpa is on three, four. I fall sideways. Three
times. Grandpa laughs as he hears my thumps on
the carpet.

“Breakfast!” calls Nana from downstairs.
“I smell eggs frying,” says Grandpa. He bends
his head close to mine. “And buttered toast.”
The wooden banister on the stairway has been
worn smooth from Grandpa running his fingers up
and down.
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 ________________

Ida Early came over the mountains. Or else she came around them. Randall Sutton never was sure which. He just knew that early one Saturday morning in mid-July someone had rapped on the door, and when he opened it, there she stood.

"Howdy-do!" she said, flinging out her arms as if she expected him to rush into them. She looked for all the world like a telephone pole and seemed almost as tall. At the same time she reminded him of someone, but he couldn't remember who. Her face was plain, her complexion ruddy, and her hair light brown and stringy. She was not a real young person; Randall could tell that she was well out of her teens. Nor was she old, certainly not as old as his father, who was thirty-four. She wore a patchwork shirt, a baggy brown sweater, and overalls. The elbows of the sweater and the knees of the overalls had been reinforced with scraps of canvas. Her shoes were brogans—clod hoppers, they were called—and a small buckeye dangled from one of the laces. A buckeye was said to bring good luck.

Randall didn't say anything, and his father, who had followed him to the door, only nodded. Ida Early stood there grinning. At the outset of the Depression, people had stopped occasionally to ask for a handout—food or old clothes. But times were a little better now, and there were seldom beggars at the door. And none of them ever stood grinning as if awaiting a special welcome. Finally Mr. Sutton asked, "Is there anything we can do for you?"

"Let me think, she said brushing away a corn shuck from above her left ear."
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.

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<thead>
<tr>
<th>Element</th>
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<th>Student</th>
<th>Richness of Response</th>
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<tr>
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<td>Detailed descriptive wording</td>
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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.

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<tr>
<td>Unprompted Retell</td>
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<tr>
<td>_____ there was a small bug that did not have a home</td>
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<td>_____ he went to live in a tall tree</td>
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<td>but a big eagle said this is my tall tree</td>
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<td>_____ go look for another home</td>
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<tr>
<td>_____ then the bug lived in a hole</td>
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<td>but a mole said that's my hole</td>
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<td>_____ go look for another home</td>
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## RETELL SCORING SUMMARY

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Number of words said in unprompted retell __________

Percent of idea units in unprompted retell __________

Percent of idea units in prompted retell __________

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### Unprompted Idea Units

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

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<tr>
<th>Unpr</th>
<th>Idea Units</th>
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<tr>
<td>there were a thousand rocks of gold.</td>
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<tr>
<td>her mother said, &quot;we are rich.</td>
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<tr>
<td>we are rich.&quot;</td>
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<tr>
<td>and the little girl said to herself, &quot;that pouch is good to me because I was good.</td>
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<tr>
<td>I will keep on doing good things.&quot;</td>
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<tr>
<td>and she did.</td>
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<tr>
<td>and every time she was good, she reached in pouch and found something good.</td>
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<tr>
<td>no more to come.</td>
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## Retell Scoring Summary

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### Unprompted Retell

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Number of words said in unprompted retell ____
Percent of idea units in unprompted retell ____
Percent of idea units in prompted retell ____

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<tr>
<th>Unpr</th>
<th>Idea Units</th>
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</table>
| one day the tall man and his dog went for a walk to the lake. | the dog said, "I love to eat things that are good, good, good."
| the dog said, "I hate to walk, walk, walk." | but I hate to go hunting for wood, wood, wood."
| but I love to talk, talk, talk." | the tall man said, "if you don't get wood, you can't have anything to eat."
| the tall man said, "go jump in the lake." | so the dog looked for wood.
| the dog sat down. | when she found a big pile of wood, she called the tall man.
| then she said, "you can swim around, around, around. | the tall man took the wood and made a big fire.
| I'll stay on the ground, ground, ground." | then the tall man began to cook beans and meat.
| the tall man became very mad. | the dog sat and looked at the food.
| he said, 'dogs love to swim. | then all at once, the dog yelled, "over there, there, there."
| so let's go for a swim." | I see a bear, bear, bear.
| the dog said, "you can swim if you wish, wish, wish. | the tall man jumped into the lake.
| but I don't like to be with fish, fish, fish." | the dog ate all of the beans and meat.
| so the tall man went swimming and the dog stayed on the ground. | the dog said, "I gave the tall man a scare, scare, scare.
| soon the tall man came out of the lake. | there was no bear over there, there, there.
| he said, "now let's have something to eat. | the end
| look around for some fire wood." |        |

Research, Consultation, & Teaching Program
## Retell Scoring Summary

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Number of words said in unprompted retell

Percent of idea units in unprompted retell

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<td>Character</td>
<td>1.0</td>
<td>2.0</td>
<td>-3.0 -4</td>
</tr>
<tr>
<td>Time</td>
<td>1.0</td>
<td>2.0</td>
<td>-3.0 -4</td>
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<tr>
<td>Place</td>
<td>1.0</td>
<td>2.0</td>
<td>-3.0 -4</td>
</tr>
<tr>
<td>Problem</td>
<td>1.0</td>
<td>2.0</td>
<td>-3.0 -4</td>
</tr>
<tr>
<td>Goal</td>
<td>1.0</td>
<td>2.0</td>
<td>-3.0 -4</td>
</tr>
<tr>
<td>Action</td>
<td>1.0</td>
<td>2.0</td>
<td>-3.0 -4</td>
</tr>
<tr>
<td>Outcome</td>
<td>1.0</td>
<td>2.0</td>
<td>-3.0 -4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>Ø</td>
<td>/</td>
<td></td>
</tr>
</tbody>
</table>

Percent of idea units in prompted retell

---

**Unprompted Idea Units**

- 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 railroad track.
- soon she came to a shed.
- there were railroad 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.

**Prompted Idea Units**

- 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 footsteps.
- more to come.
# Retell Scoring Summary

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Story</th>
<th>Tchr</th>
</tr>
</thead>
</table>

## Unprompted Retell

<table>
<thead>
<tr>
<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Time</td>
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<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
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<td>Place</td>
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<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Problem</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Goal</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Action</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Outcome</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Ø /</td>
<td>Ø /</td>
<td>Ø /</td>
<td>Ø /</td>
</tr>
</tbody>
</table>

Number of words said in unprompted retell: ___
Percent of idea units in unprompted retell: ___

## Prompted Retell

<table>
<thead>
<tr>
<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
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<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
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<td>Place</td>
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<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
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<tr>
<td>Problem</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Goal</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Action</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Outcome</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Ø /</td>
<td>Ø /</td>
<td>Ø /</td>
<td>Ø /</td>
</tr>
</tbody>
</table>

Percent of idea units in prompted retell: ___

---

### Idea Units: Unprompted
- 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.

### Idea Units: Prompted
- 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.

---

_Research, Consultation, & Teaching Program_
**Retell Scoring Summary**

<table>
<thead>
<tr>
<th>Element</th>
<th>Rate</th>
<th>St.</th>
<th>Response</th>
<th>Richness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unprompted Retell</strong></td>
<td></td>
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<td></td>
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<tr>
<td>Character</td>
<td>1 - 2 - 3 - 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>1 - 2 - 3 - 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place</td>
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<tr>
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<td></td>
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<tr>
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<td>1 - 2 - 3 - 4</td>
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</tr>
<tr>
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<td>1 - 2 - 3 - 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>1 - 2 - 3 - 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0/</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **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 ______

<table>
<thead>
<tr>
<th>Unpr</th>
<th>Idea Units</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>sam liked to make things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he liked to make toy cars.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>so he went to the store and got a toy car kit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>his mom said, &quot;that kit has the parts of a car.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you have to read and find out how to fit the parts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>so that they make a car.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sam said, &quot;i will do that.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>so sam began to read the paper that came with the car kit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>then he began to fit the parts to make a car.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soon he had a toy car.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. |

<table>
<thead>
<tr>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>when he got home, he showed his mom the kite kit.</td>
</tr>
<tr>
<td>his mom said, &quot;that kit has a lot of parts in it.&quot;</td>
</tr>
<tr>
<td>you will have to read the paper that comes with the kit.</td>
</tr>
<tr>
<td>to find out how to make the kite.&quot;</td>
</tr>
<tr>
<td>sam looked inside the kit.</td>
</tr>
<tr>
<td>then he said, &quot;what paper?&quot;</td>
</tr>
<tr>
<td>there is no paper in this kit.&quot;</td>
</tr>
<tr>
<td>sam's mom said, &quot;that is too bad.&quot;</td>
</tr>
<tr>
<td>how will you make the kite if there is no paper in the kit?&quot;</td>
</tr>
<tr>
<td>sam said, &quot;i will go back to the store and get a paper that tells how to make a kite from these parts.&quot;</td>
</tr>
<tr>
<td>when sam got to the store, the man in the store said, &quot;i don't have other papers that tell how to make kites.&quot;</td>
</tr>
<tr>
<td>sam asked, &quot;how can i make a kite if i don't have the paper?&quot;</td>
</tr>
<tr>
<td>the man said, &quot;you will have to do the best you can.&quot;</td>
</tr>
<tr>
<td>sam was not happy.</td>
</tr>
<tr>
<td>he went home and looked at all the parts in the kite kit.</td>
</tr>
</tbody>
</table>

University of Oregon
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."
Appendix 1

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

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

### Second Grade

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

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

#### Fourth Grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Word</th>
<th>Phrase</th>
<th>Word</th>
<th>Correct Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (0)</td>
<td>knitting</td>
<td>he’s knitting a scarf</td>
<td>knitting</td>
<td>9</td>
</tr>
<tr>
<td>2. (8)</td>
<td>rent</td>
<td>we rent an apartment</td>
<td>rent</td>
<td>5</td>
</tr>
<tr>
<td>3. (16)</td>
<td>weight</td>
<td>the weight is too much</td>
<td>weight</td>
<td>7</td>
</tr>
<tr>
<td>4. (24)</td>
<td>hurry</td>
<td>hurry or you’ll be late</td>
<td>hurry</td>
<td>6</td>
</tr>
<tr>
<td>5. (32)</td>
<td>nursery</td>
<td>a nursery is for babies</td>
<td>nursery</td>
<td>8</td>
</tr>
<tr>
<td>6. (40)</td>
<td>bare</td>
<td>bare skin can get burned</td>
<td>bare</td>
<td>5</td>
</tr>
<tr>
<td>7. (48)</td>
<td>invisible</td>
<td>the invisible man is scary</td>
<td>invisible</td>
<td>10</td>
</tr>
<tr>
<td>8. (56)</td>
<td>garlic</td>
<td>garlic grows in the ground</td>
<td>garlic</td>
<td>7</td>
</tr>
<tr>
<td>9. 1:04)</td>
<td>copy</td>
<td>don’t copy your neighbor</td>
<td>copy</td>
<td>5</td>
</tr>
<tr>
<td>10. (1:12)</td>
<td>saddest</td>
<td>Sue was saddest of all</td>
<td>saddest</td>
<td>7</td>
</tr>
<tr>
<td>11. (1:20)</td>
<td>blizzard</td>
<td>that blizzard was awful</td>
<td>blizzard</td>
<td>9</td>
</tr>
<tr>
<td>12. (1:28)</td>
<td>meteor</td>
<td>a meteor shower</td>
<td>meteor</td>
<td>7</td>
</tr>
<tr>
<td>13. (1:36)</td>
<td>enjoy</td>
<td>enjoy the holiday</td>
<td>enjoy</td>
<td>6</td>
</tr>
<tr>
<td>14. (1:44)</td>
<td>forgot</td>
<td>I forgot my homework</td>
<td>forgot</td>
<td>7</td>
</tr>
<tr>
<td>15. (1:52)</td>
<td>numeral</td>
<td>that numeral is twenty</td>
<td>numeral</td>
<td>8</td>
</tr>
<tr>
<td>16. (2:00)</td>
<td>nicest</td>
<td>the nicest principal</td>
<td>nicest</td>
<td>7</td>
</tr>
<tr>
<td>17. (2:08)</td>
<td>expensive</td>
<td>expensive rings are rare</td>
<td>expensive</td>
<td>10</td>
</tr>
<tr>
<td>Time</td>
<td>Word</td>
<td>Phrase</td>
<td>Word</td>
<td>Correct Letters</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>--------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1. (0)</td>
<td>nightmare</td>
<td>that nightmare woke me</td>
<td>nightmare</td>
<td>10</td>
</tr>
<tr>
<td>2. (8)</td>
<td>pillar</td>
<td>a pillar holds up the porch</td>
<td>pillar</td>
<td>7</td>
</tr>
<tr>
<td>3. (16)</td>
<td>greetings</td>
<td>greetings mean hello</td>
<td>greetings</td>
<td>10</td>
</tr>
<tr>
<td>4. (24)</td>
<td>knowledge</td>
<td>her knowledge is great</td>
<td>knowledge</td>
<td>10</td>
</tr>
<tr>
<td>5. (32)</td>
<td>cell</td>
<td>a cell is small</td>
<td>cell</td>
<td>5</td>
</tr>
<tr>
<td>6. (40)</td>
<td>inaccurate</td>
<td>an inaccurate answer is wrong</td>
<td>inaccurate</td>
<td>11</td>
</tr>
<tr>
<td>7. (48)</td>
<td>beliefs</td>
<td>his beliefs were strong</td>
<td>beliefs</td>
<td>8</td>
</tr>
<tr>
<td>8. (56)</td>
<td>future</td>
<td>the future is tomorrow</td>
<td>future</td>
<td>7</td>
</tr>
<tr>
<td>9. 1:04</td>
<td>prayer</td>
<td>a prayer can be silent</td>
<td>prayer</td>
<td>7</td>
</tr>
<tr>
<td>10. (1:12)</td>
<td>exaggerate</td>
<td>don't exaggerate the truth</td>
<td>exaggerate</td>
<td>11</td>
</tr>
<tr>
<td>11. (1:20)</td>
<td>cologne</td>
<td>colone smells good</td>
<td>colone</td>
<td>7</td>
</tr>
<tr>
<td>12. (1:28)</td>
<td>vein</td>
<td>a vein carries blood</td>
<td>vein</td>
<td>5</td>
</tr>
<tr>
<td>13. (1:32)</td>
<td>eclipse</td>
<td>the eclipse of the moon</td>
<td>eclipse</td>
<td>7</td>
</tr>
<tr>
<td>14. (1:44)</td>
<td>casserole</td>
<td>Mom's casserole is best</td>
<td>casserole</td>
<td>10</td>
</tr>
<tr>
<td>15. (1:52)</td>
<td>preschool</td>
<td>Donny's preschool is fun</td>
<td>preschool</td>
<td>10</td>
</tr>
<tr>
<td>16. (2:00)</td>
<td>soaring</td>
<td>the soaring eagle flew</td>
<td>soaring</td>
<td>8</td>
</tr>
<tr>
<td>17. (2:08)</td>
<td>surely</td>
<td>you surely don't mean that</td>
<td>surely</td>
<td>7</td>
</tr>
</tbody>
</table>
SPELLING

Name ___________________________ Date ______________

1. _______________________________ 10. ____________________________

2. _______________________________ 11. ____________________________

3. _______________________________ 12. ____________________________

4. _______________________________ 13. ____________________________

5. _______________________________ 14. ____________________________

6. _______________________________ 15. ____________________________

7. _______________________________ 16. ____________________________

8. _______________________________ 17. ____________________________

9. _______________________________ 18. ____________________________

Research, Consultation, & Teaching Program
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.”

University of Oregon
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.

*Research, Consultation, & Teaching Program*
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, . ! ?).

\[ ^\text{The (gosts) were (afraid) of the giant (dragon). } ^\text{He} \]

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.

\[ ^\text{The (gosts) were (afraid) of the giant (dragon). (He} \]

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:

\[ \frac{14.000}{19} = 0.737 \rightarrow \% \text{ of CWS} \]
Written Expression

Progress Monitoring

Write a story that begins with:

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

<table>
<thead>
<tr>
<th>Addition</th>
<th>Subtraction</th>
<th>Multiplication</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>69</td>
<td>42</td>
<td>71</td>
</tr>
<tr>
<td>+16</td>
<td>-38</td>
<td>x13</td>
<td>35</td>
</tr>
<tr>
<td>41</td>
<td>31</td>
<td>126</td>
<td>5356</td>
</tr>
<tr>
<td></td>
<td></td>
<td>42</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>546</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Basic Guidelines for Alternative Math Scoring

Correct Digits:

1. Reversed digits are correct.

   6 0 2 S 7 N

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

\[
\begin{array}{cccc}
146 & 496 & 65 & 538 \\
+ 31 & + 21 & - 29 & - 31 \\
167 & 517 & 46 & 57 \\
\wedge \wedge & \wedge \wedge & \wedge & \wedge \\
\end{array}
\]

2 digits correct
3 digits correct
one digit correct
one digit correct

\[
\begin{array}{cccc}
62 & 62 \\
\times 14 & \times 14 \\
248 & 108 \\
62 & 62 \\
868 & 728 \\
\leftarrow 3 \text{ correct digits} & \leftarrow 1 \text{ correct digit} \\
\leftarrow 2 \text{ correct digits} & \leftarrow 2 \text{ correct digits} \\
\leftarrow 3 \text{ correct digits} & \leftarrow 1 \text{ correct digit} \\
\end{array}
\]

Total 8 correct digits
Total 4 correct digits

\[
\begin{array}{cccc}
187 & 198 \\
2) 375 & 2) 375 \\
2 & 2 \\
17 & 17 \\
16 & 18 \\
15 & 15 \\
14 & 16 \\
1 & 9 \\
\leftarrow 3 \text{ correct digits} & \leftarrow 1 \text{ digit correct} \\
\leftarrow 2 \text{ correct digits} & \leftarrow 2 \text{ correct digits} \\
\leftarrow 2 \text{ correct digits} & \leftarrow 1 \text{ correct digit} \\
\leftarrow 2 \text{ correct digits} & \leftarrow 0 \text{ correct digits} \\
\end{array}
\]

Total 13 correct digits
Total 8 correct digits
**Progress Monitoring**  
**Math 2**

**Probe 18**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>21</td>
<td>221</td>
<td>14</td>
</tr>
<tr>
<td>-7</td>
<td>+23</td>
<td>-176</td>
<td>+86</td>
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</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>410</td>
<td>34</td>
<td>20</td>
<td>79</td>
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<tr>
<td>+418</td>
<td>+64</td>
<td>+61</td>
<td>-39</td>
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</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>770</td>
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<td>987</td>
<td>6</td>
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<tr>
<td>+663</td>
<td>+34</td>
<td>-541</td>
<td>+1</td>
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<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>924</td>
<td>831</td>
<td>239</td>
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<td>-69</td>
<td>+118</td>
<td>-22</td>
<td>-4</td>
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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>278</td>
<td>26</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td>+353</td>
<td>+37</td>
<td>+1</td>
<td>-44</td>
</tr>
</tbody>
</table>

**Total digits correct**

Research, Consultation, & Teaching Program
Progress Monitoring
Math 2
Teacher copy

Probe 18

\[
\begin{array}{cccccc}
74 & 21 & 221 & 14 \\
-7 & +23 & -176 & +86 \\
\hline
410 & 34 & 0 & 79 \\
+418 & +64 & +61 & -39 \\
\hline
770 & 66 & 987 & 0 \\
+663 & +34 & -541 & +1 \\
\hline
924 & 831 & 239 & 32 \\
-69 & +118 & -22 & -4 \\
\hline
278 & 26 & 90 & 84 \\
+353 & +37 & +1 & -44 \\
\end{array}
\]

Total digits correct

\[50\]
## Progress Monitoring
### Math 3

**Probe 10**

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<tbody>
<tr>
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<td>214</td>
<td>54</td>
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<td>74</td>
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<tr>
<td>-22</td>
<td>+543</td>
<td>x1</td>
<td></td>
<td>+40</td>
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</table>

<p>| | | | | |</p>
<table>
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<td>98</td>
<td>588</td>
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<td>331</td>
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<tr>
<td>+4</td>
<td>-80</td>
<td>+978</td>
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<td>-7</td>
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<td>54</td>
<td>578</td>
<td></td>
<td>26</td>
</tr>
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<td>x4</td>
<td>+104</td>
<td></td>
<td>58</td>
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<tbody>
<tr>
<td>61</td>
<td>90</td>
<td>234</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>14</td>
<td>65</td>
<td></td>
<td></td>
<td>x3</td>
</tr>
<tr>
<td>+20</td>
<td>+66</td>
<td>-82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>21</td>
<td>32</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>x1</td>
<td>+32</td>
<td>+32</td>
<td></td>
<td>-4</td>
</tr>
</tbody>
</table>

Total digits correct
Progress Monitoring
Math 3
Teacher copy

Probe 10

\[
\begin{array}{cccc}
24 & 214 & 54 & 74 \\
-22 & +543 & x \ 1 & +40 \\
2 & 757 & 54 & 149 [3] [9] \\
\end{array}
\]

\[
\begin{array}{cccc}
2 & 4 & 98 & 331 \\
+4 & -80 & +978 & -7 \\
\end{array}
\]

\[
\begin{array}{cccc}
78 & 54 & 578 & 26 \\
-45 & x \ 4 & +104 & 58 \\
33 & 216 & 682 & 86 [2] [10] \\
\end{array}
\]

\[
\begin{array}{cccc}
61 & 90 & 234 & 23 \\
14 & 65 & -82 & x \ 3 \\
+20 & +66 & 152 & 69 [2] [10] \\
95 & 221 & 152 & 69 [2] [10] \\
\end{array}
\]

\[
\begin{array}{cccc}
58 & 21 & 32 & 14 \\
\times \ 1 & +32 & +32 & -4 \\
58 & 53 & 79 & 10 [2] [8] \\
\end{array}
\]

Total digits correct

\[48\]
Progress Monitoring
Math 4

Probe 9

<table>
<thead>
<tr>
<th>922</th>
<th>487</th>
<th>568</th>
<th>139</th>
</tr>
</thead>
<tbody>
<tr>
<td>x 1</td>
<td>x 1</td>
<td>x 60</td>
<td>x 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13</th>
<th>48</th>
<th>6) 9</th>
<th>7) 63</th>
</tr>
</thead>
<tbody>
<tr>
<td>x 12</td>
<td>- 23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>94</th>
<th>5)20</th>
<th>599</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 5</td>
<td></td>
<td>x 1</td>
<td>+ 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6) 390</th>
<th>7822</th>
<th>402</th>
<th>85</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 5312</td>
<td>+ 438</td>
<td></td>
<td>x 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>167</th>
<th>216</th>
<th>429</th>
<th>254</th>
</tr>
</thead>
<tbody>
<tr>
<td>x 70</td>
<td>+ 234</td>
<td>x 1</td>
<td>x 27</td>
</tr>
</tbody>
</table>

Total digits correct

______
Progress Monitoring
Math 4

Teacher Copy

Probe 9

\[
\begin{array}{cccc}
922 & 487 & 568 & 139 \\
x \_1 & x \_1 & x \_60 & x \_10 \\
\hline
\hline
13 & 48 & 1 & 9 \\
x \_12 & -23 & 6 & 7)63 \\
\hline
\hline
13 & 156 [7] & & \\
\end{array}
\]

\[
\begin{array}{cccc}
94 & 4 & 599 & 7 \\
-5 & 20 & x \_1 & +0 \\
\hline
\hline
65 & 5312 & 402 & 85 \\
6)390 & +438 & x \_1 & \\
\hline
\hline
30 & 0 [9] & & \\
\hline
167 & 216 & 429 & 254 \\
x \_70 & +234 & x \_1 & x \_27 \\
\hline
& & & 508 \\
\hline
\end{array}
\]

Total digits correct

\[= \boxed{82} =\]
Progress Monitoring

Math 5

Probe 12

Student Copy

\[
\begin{array}{cccc}
44 & 41 & 13) & 61 \\
\times 12 & - & 41 & \times 32 \\
\hline \\
3) & 24 & 321 & 30 \\
+ & 559 & & 11 \\
\hline \\
251 & 68 & 46 & 11 \\
- & 99 & \times 5 & \times 42 & \times 59 \\
\hline \\
5) & 10 & 8) & 754 \\
& 12 & \times 14 & - 52 \\
\hline \\
94 & 811 & 189 & 19 \\
- & 8 & \times 0 & \times 324 & \times 0 \\
\end{array}
\]

Total digits correct
Progress Monitoring

Math 5

Probe 12

Teacher copy

\[ \begin{array}{c}
44 \\
\times 12 \\
\hline
88 \\
44 \\
\hline
528 [7]
\end{array} \]

\[ \begin{array}{c}
13)61 \\
\hline
41 \\
\hline
52 \\
9[5] \\
\hline
919 \\
\hline
1838 \\
2757 \\
\hline
29408 [13]
\end{array} \]

(26)

\[ \begin{array}{c}
3)24 \\
\hline
24 \\
\hline
0 [4]
\end{array} \]

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

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

\[ \begin{array}{c}
11 \\
\times 42 \\
\hline
44 [7]
\end{array} \]

(16)

\[ \begin{array}{c}
251 \\
\hline
99 [3]
\end{array} \]

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

\[ \begin{array}{c}
46 \\
\times 42 \\
\hline
92 [9]
\end{array} \]

\[ \begin{array}{c}
+ 59 \\
\hline
70 [2]
\end{array} \]

\[ \begin{array}{c}
184 \\
\hline
1932 [9]
\end{array} \]

(17)

\[ \begin{array}{c}
5)10 \\
\hline
10 [4]
\end{array} \]

\[ \begin{array}{c}
8)754 \\
\hline
72 \\
34 \\
32 \\
2 [10]
\end{array} \]

\[ \begin{array}{c}
12 \\
\times 14 \\
\hline
48 \\
12 \\
\hline
168 [7]
\end{array} \]

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

(23)

\[ \begin{array}{c}
94 \\
\hline
86 [2]
\end{array} \]

\[ \begin{array}{c}
811 \\
\times 0 [1]
\end{array} \]

\[ \begin{array}{c}
189 \\
\times 324 \\
\hline
756 [0]
\end{array} \]

\[ \begin{array}{c}
19 \\
\times 0 [1]
\end{array} \]

\[ \begin{array}{c}
378 \\
567 [14]
\end{array} \]

\[ \begin{array}{c}
61236
\end{array} \]

Total digits correct

\[ \begin{array}{c}
100
\end{array} \]
Appendix 2
Sample Graphs for
Progress Monitoring