

Technical Report # 1302

**Examining the Internal Structure of the easyCBM
Reading Measures,
Grades K-5**

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Abstract

In this technical report, we describe a study examining the internal structures of the easyCBM reading measures, Grades K-5. Data were gathered from a convenience sample of 114 Kindergarten students, 43 first graders, 82 second graders, 100 third graders, 109 fourth graders, and 71 fifth graders attending schools in Oregon, Georgia, South Carolina, Idaho, Florida, California, Pennsylvania, and Kentucky. Students were administered a variety of easyCBM reading measures (Phonemic Segmentation, Letter Names, Letter Sounds, Word Reading Fluency, Passage Reading Fluency, and Comprehension in Grades K-2; Word Reading Fluency, Passage Reading Fluency, and Comprehension in Grades 3-5) in a three-week period in November of 2011. Confirmatory factor analysis was used to test the factor structure at different grade bands. For students in the Grade K-2 sample, a three-factor model of reading (where Phoneme Segmentation, Letter Names, and Letter Sounds loaded on *early literacy*, Word and Passage Reading Fluency loaded on *Fluency*, and both types of comprehension measures loaded on *comprehension*) produced the best fit. For students in the Grade 3-5 sample, a two-factor model (where Word and Passage Reading Fluency loaded on *Fluency* and the different kinds of comprehension measures loaded on *Comprehension*), with testlet effect produced the best fit.

Examining the Internal Structure of the easyCBM™ Reading Measures, Grades K – 5

Behavioral Research and Teaching (BRT) at the University of Oregon developed easyCBM™, an online learning system for use in schools working under a Response to Intervention framework as part of a *Model Demonstration Center on Progress Monitoring*, initially funded by the Office of Special Education Programs (OSEP) in 2006. As of November 20, 2012, the system was being used by 303,546 teachers, representing 2,867,174 students in schools and districts spread across every state in the United States and was available free of charge for individual classroom teacher use or for an annual fee for district-wide adoption. The online assessment system provides both universal screener assessments for fall, winter, and spring administration (District version only) and multiple alternate forms of a variety of progress monitoring measures (with more forms available on the District version). In addition to mathematics measures (K-8) and Spanish literacy measures (K-2), easyCBM™ includes measures of early literacy (Phoneme Segmenting, Letter Names, Letter Sounds), oral reading fluency (Word Reading Fluency and Passage Reading Fluency), Comprehension (both longer versions using fictional narrative as the genre, identified as Multiple Choice Reading Comprehension, and shorter versions that include Read to Perform a Task, Informational Text, as well as Short Literary Text probes, identified as CCSS Reading), and direct measures of Vocabulary (Gr. 2 – 8).

In this technical report, we describe a research study we conducted in SY 2011-2012 to examine the internal structure of the easyCBM™ reading measures, K-5. In particular, we were interested in examining the relation both within and between the different reading measures available for use at these grade levels.

Prior Research on the Relation Between Different Measures of Reading

Much of the research on reading CBM has focused on fluency. For example, in the special issue of *The Journal of Special Education*, Wayman, Wallace, Wiley, Tich'a and Espin (2007) provide a literature synthesis in reading and address the extensive research on reliability, validity (primarily criterion-related), and growth. In these three variables, they concluded that *reading aloud* (the primary CBM in reading) is reliable, related to important measures of achievement, and is a sufficiently sensitive metric to reflect growth.

Reading fluency alone may be important but perhaps as important are the early literacy predictors of fluency and the development of a strong link between fluent reading and comprehension (Allington, 1983; Johns, 1993; Samuels, 1988; Schreiber, 1980). “Each aspect of fluency has a clear connection to text comprehension. Without accurate word reading, the reader has no access to the author’s intended meaning, and inaccurate word reading can lead to misinterpretations of the text. Poor automaticity in word reading or slow laborious movement through the text taxes the readers’ capacity to construct an ongoing interpretation of the text” (Hudson, Lane, & Pullen, 2005, p. 703).

However, fluency is but one of five critical skill areas in the wider construct of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension (National Institute of Child Health and Human Development, 2000). Focus on these ‘Big Five’, as they have come to be known, drives curriculum developers, reading improvement planners, and discussion in popular media. One might expect to find about comparable focus in the research literature on each of the five skill areas. This, however, is not the case, with early reading skills coming into

focus only recently and comprehension often overlooked within CBM systems, other than as a criterion measure.

Early Literacy

As Fuchs, Fuchs, and Compton (2004) note, “in reading, most CBM research has focused on the passage reading fluency task which becomes appropriate for most students sometime during the second semester of first grade. Additional research is needed to examine the tenability of reading tasks that address an earlier phase of reading” (p.7). In the late 1990s, the research on curriculum-based measurement expanded to include measures of early reading literacy. Probably the most ubiquitous measure to appear is the *Dynamic Indicators of Early Literacy Skills (DIBELS)* (Good, Simmons, & Kame’enui, 2001). Other research on early literacy skills explored the importance of phonological awareness and phonics as predictors of reading difficulty (Good, Gruba, & Kaminski, 2002; Good & Kaminski, 1996).

In a recent study by Fuchs, Fuchs, and Compton (2004), two measures of early reading fluency were studied to establish the predictive and concurrent criterion-related evidence in the fall and spring with the Woodcock Reading Mastery Test-Revised. One measure was word identification fluency using high frequency words (WIF) and the other was nonsense word fluency (NWF) from DIBELS. They reported higher coefficients at both times for WIF over NWF. In another criterion-related evidence study (concurrent and predictive), DIBELS was administered along with the Iowa Test of Basic Skills (Schilling, Carlisle, Scott, & Zeng, 2007). They reported consistently moderately high correlations across the subtests of both measures and all three time frames (fall, winter, and spring), although their analysis of the decision rules for benchmarking students at risk indicated the need for supplementary information.

Oral Reading Fluency

Concurrent with the technical research on CBM, the field also began to consolidate the findings about fluency into recommended practices. Both progress rates and performance benchmarks of fluency have been identified and have helped ‘regularize’ findings and operationalize practice. For progress ‘norms’, Fuchs, Fuchs, Hamlett, Walz, and Germann (1993) provided the initial data on fluency. Using two consecutive years of student samples in grades 1-6, they studied 117 students in reading for the first year and 257 students for the second year. The critical question for them was “what is the weekly rate of student progress and, to what extent does it vary with grade level?” (p. 350). They found significant differences among grades in the slopes of improvement of oral reading fluency and state that “realistic and ambitious standards for weekly growth, respectively, are 1.5 and 2.0 words per week at Grade 2, 1.0 and 1.5 words per week at Grade 3, .85 and 1.1 words per week at Grade 4, .5 and .8 words per week at Grade 5, and .3 and .65 words per week at Grade 6” (p. 35).

For benchmark norms, Hasbrouck and Tindal (1992, 2006) reported on oral reading fluency, with the most recent study addressing percentile rankings for students in grades 1-8. In both publications, their findings were very consistent with the reading fluency reported in the 1995 *National Assessment of Educational Progress* (U. S. Department of Education, 1995). For example, in all three publications, fourth grade students in the middle of the distribution (e.g., 50th percentile) read about 125 words correct per minute in the spring.

Reading Comprehension

Interestingly, the research on reading comprehension (both how to measure it and how to improve it) is much less developed in the CBM research, although most would argue that it is in some ways the most important component of the ‘Big Five’. A number of studies link low reading fluency to poor comprehension (Buck & Torgeson, 2003; Crawford, Tindal, & Stieber,

2001; Deno, 1985; Deno, 2003; Good, Simmons, & Kame'enui, 2001) and poor vocabulary knowledge, both reflecting a lack of success in reading (Qian, 1999; Yovanoff, Duesbery, Alonzo, & Tindal, 2005). The four other components are pre-skills all leading up to fluency and the fifth component: comprehension.

Perfetti (1999) links *reading comprehension* not only to the orthographic and phonological skills readers have mastered but also to their lexicon (the words in their vocabulary), underlying language processing mechanisms, their familiarity with the syntax of the language they are reading, and their general knowledge, independent of the activity of reading. “Successful word reading occurs,” Perfetti (1999) explains, “when visual input from a string of letters, activating one or more word forms in the lexicon, results in the word corresponding to the letter string (rather than some other word) being identified” (p. 170-171). According to Perfetti’s blueprint of the reader, reading comprehension involves the complementary processes of using the basic skills of alphabetic principle and phonological awareness to decipher printed text and then engaging language processing mechanisms (such as word form identification, parsing individual words into phrases and sentences, and constructing understanding of extended text) to create meaningful messages.

Perfetti (1999) notes that because this process is iterative, with feedback and feed-forward loops, deficits in any of the sub-skills that comprise reading are reflected in the general outcome of reading comprehension. Moreover, as readers move from deciphering single sentences to reading lengthier and more complicated text, their ability to form flexible mental representations of what they are reading becomes increasingly important. When reading narrative text, readers attend to five dimensions—time, space, protagonist, causality, and intentionality—to create meaning (Zwaan, Langston, & Graesser, 1995). Readers begin constructing mental representations of the text they are reading with the first word they encounter. In skilled readers, these representations remain fluid, allowing readers to modify their interpretation based on new information they encounter as they move through the passage. Less-skilled readers may be more prone to hold on to their initial interpretations of text meaning even when they encounter contradictory information, thus reducing their overall comprehension, as early misinterpretations compound the difficulty of constructing meaning from later text.

In our current study, we administered a variety of easyCBM™ measures to students in grades K-5 and analyzed the relation both within and between the measures, paying particular attention to the ways in which this relation varies by grade level.

Methods

In this section, we describe the methods used in conducting this study. Because the study covered a range of grade levels, slightly different methods were used for students in Grades K-2 than were used for students in Grades 3-5. Differences in methods include different measures used with students in different grades, requiring modifications to the instructions provided to teachers and slightly different analytic approaches as well.

Setting and Participants

This study used a convenience sample of students. Teacher participants were recruited through an announcement posted on the BRT website as well as e-mailed to district contacts whose districts had previously participated in our studies. The one-page study description used during recruitment can be found in Appendix A. Written instructions for teachers, along with paper copies of all testing materials, were sent to teachers several weeks prior to the start of data

collection. See Appendix B for Teacher Instructions for Grades K-2 and Appendix C for Teacher Instructions for Grades 3-5.

The sample included participants from Oregon, Georgia, South Carolina, Idaho, Florida, California, Pennsylvania, and Kentucky. In all, 114 Kindergarten students, 43 first graders, 82 second graders, 100 third graders, 109 fourth graders, and 71 fifth graders completed all measures administered at a given grade level and were included in the analyses. No demographic information was collected about student participants.

Measures

Because the purpose of this study was to analyze the relation between and within measures of reading as well as to examine how that relation might differ for students in different grade levels, we used a selection of easyCBM™ measures written for use at different grades in our sampling plan. Specific measures are described in the following sections, divided by grade bands. Additional information about the technical qualities of the different measures can be found in numerous technical reports published on the University of Oregon's BRT website: brtprojects.org. More specifically, technical documentation about the early literacy measures can be found in Lai et al. (2010), about the passage reading fluency measures in Jamgochian et al. (2010) and Sáez et al. (2010), about the CCSS reading measures in Alonzo, Park, and Tindal (2012a, 2012b), about the MCRC grade 2 reading measure in Lai, Irvin, Alonzo, Park, and Tindal (2012a), about the grade 3 MCRC reading measure in Lai, Irvin, Alonzo, Park, and Tindal (2012b), about the grade 4 MCRC measure in Park, Irvin, Alonzo, Lai, and Tindal (2012), and about the grade 5 MCRC measure in Park, Irvin, Lai, Alonzo, and Tindal (2012). In addition to the cited technical reports, additional work documenting the development of each of the measures, including the results of all pilot and field testing can be found on the BRT website.

Grades K-2: Individually-administered Measures

Students in grades K-2 completed a battery of easyCBM® reading assessments including measures originally written for Kindergarten (phoneme segmenting, PS; letter names, LN; letter sounds, LS, and one of the word reading fluency, WRF), measures originally written for Grade 1 (the second word reading fluency, WRF, and the passage reading fluency, PRF) and measures originally written for Grade 2 (CCSS Reading and MCRC). Teachers administered the fluency-based measures (PS, LN, LS, WRF, PRF) one-on-one to their students and the comprehension measures in a group setting, using a paper/pencil version of the tests.

The phoneme segmenting measure was administered entirely orally, with test administrators providing students with a word and asking students to segment it into its constituent phonemes. Each phoneme segmented correctly was awarded one point. Additional phonemes added to the word and self-corrections were not counted as errors. For the letter names, letter sounds, and word reading fluency measures, students were provided with a student test form where items were arranged in a table on a single piece of paper. Test administrators read the standardized instructions to students then timed them as they read aloud, item by item. Any item read incorrectly was counted as an error. At the end of the time allotted for the assessment, test administrators counted up the total items read and subtracted the number of errors to compute the total items read correctly, the final score. The passage reading fluency measure was administered and scored similarly, but the student test form had the prompt written as a narrative passage rather than presented in tabular format.

To reduce an anticipated ceiling effect related to administering students in second grade early literacy measures intended for grades K and 1, we shortened the standardized test administration time for all of the K-2 individually-administered measures from one minute to 30 seconds. Prior research supports this modification to the standard administration time, with correlations between 30-second and one-minute timed oral reading fluency measures in the high .90's (Duesbery, Braun-Monegan, Braun, & Werblow, 2012).

Grades K-2: Group-administered Measures

Students in the K-2 sample took two different easyCBM reading comprehension measures. They were first administered a CCSS reading measure originally written for Grade 2. This measure included three different non-fiction Informational Text passages, each followed by five multiple-choice questions. Students read the passage silently and then selected the answer they thought was the best from the three answer options provided. Students were given 20 minutes to complete the CCSS reading measure. After they had completed the CCSS reading assessment, students were instructed to complete the MCRC measure. This measure consisted of an original work of narrative fiction approximately 700 words in length followed by 12 multiple-choice questions. As with the CCSS measure, students read the passage silently and then selected the answer they thought was the best from the three answer options provided. Students had 30 minutes in which to complete this second comprehension measure.

Appendix D includes all the individually-administered measures used for the K-2 sample. Appendix E includes all the group-administered measures used for this group.

Grades 3-5: Individually-administered Measures

Because the easyCBM WRF measures only extend to third grade, all students in the grade 3-5 sample were administered a word reading fluency (WRF) measure originally written for Grade 3. For the word reading fluency measure, students were provided with a student test form where items were arranged in a table on a single piece of paper. Test administrators read the standardized instructions to students then timed them as they read aloud, item by item. Any item read incorrectly was counted as an error. At the end of the time allotted for the assessment, test administrators counted up the total items read and subtracted the number of errors to compute the total items read correctly, the final score. In the grade 3-5 sample, this measure was administered following the standard administration time of 60 seconds. The WRF measure was administered first in the grade 3-5 sample.

The passage reading fluency (PRF) measures varied by grade level, with each grade administered two PRF measures originally written for their respective grade. Students were provided with a student test form with an original work of narrative fiction, approximately 250 words long, displayed on a single piece of paper. Test administrators read the standardized instructions to students then timed them as they read aloud, item by item. Any item read incorrectly was counted as an error. At the end of the time allotted for the assessment, test administrators counted up the total items read and subtracted the number of errors to compute the total items read correctly, the final score. In the grade 3-5 sample, both PRF measures were administered following the standard administration time of 60 seconds, each. Students completed the first PRF measure and then were instructed to begin the second when they were ready.

Grades 3-5: Group-administered Measures

Students in the grade 3-5 sample took two different reading comprehension tests. They had 15 minutes to complete the first one, CCSS reading, and 30 minutes to complete the second one, MCRC reading. The actual reading comprehension measures used varied slightly by grade. Students in grades 3 and 4 were administered a CCSS reading comprehension measure originally written for students in third grade, while students in grade 5 were administered a CCSS reading comprehension measure originally written for students in fourth grade. In all cases, the CCSS reading measure included three short (approximately 200 word) non-fiction prose passages of Informational Text, each followed by five multiple choice questions. Each question had one correct answer and two plausible distractors. Students read the passage silently and then selected the answer they thought was the best from the three answer options provided. Students scored one point for each correct answer, for a possible 15 points on the CCSS measure.

The MCRC measure administered to students in each grade was unique to students in that grade and was originally written for students at the grade in which it was used in this study. Each MCRC measure consisted of an original work of narrative fiction approximately 1500 words long, followed by 20 multiple choice questions: 7 tested literal comprehension, 7 inferential comprehension, and 6 evaluative comprehension. Each question had one correct answer and two plausible distractors. As with the CCSS measure, students read the passage silently and then selected the answer they thought was the best from the three answer options provided. Students scored one point for each correct answer, for a possible 20 points on the MCRC measure.

Analysis

We used confirmatory factor analysis to test a variety of models, which varied by grade-level sample. All analyses were conducted in Mplus (Muthen & Muthen, 2002) using the Maximum Likelihood estimation method. Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR) are reported for model fit evaluation. Generally, SRMR smaller than .08, RMSEA ranging .05-.08, and CFI as well as TLI greater than .95 are recommended for a good model fit (Hu & Bentler, 1999).

Three information criterion values—Akaike information criterion (AIC), Bayesian information criterion (BIC), and The Sample-Size Adjusted BIC (ABIC)—are also reported as indicators of comparative model fit. Smaller values generally indicate a better model fit.

Confirmatory Factor Analysis (CFA)

Grades K-2

Four alternative CFA models were analyzed to evaluate construct validity of easyCBM® reading measures as well as the new reading comprehension measures. As Figure 1 displays, the first model assumes that there is one latent construct representing ‘reading’ measured by three early literacy indicators (PS, LN, and LS), two WRF, one PRF and one comprehension measure. In this model, the testlet effect for the first part of the comprehension measure is not considered. A *testlet* refers to a cluster of comprehension question items that share a common passage. If there are testlet effects, it means that an additional trait that is common to these items beyond the construct of interest is measured by a set of items sharing a particular passage measure. Thus, not considering testlet effect means that we assume all 15 questions only measure the construct that was intended. The second model assumes one latent factor, “reading” as described for the first model, but it takes a testlet effect into consideration (See Figure 2). The third model assumes that

there are three latent constructs representing (a) ‘early literacy’ measured by PS, LN, and LS measures, (b) ‘fluency’ measured by two WRF forms and one PRF passage and (c) ‘comprehension’ measured by a 15-item CCSS reading measure and a 12-item MCRC reading measure without testlet effect (See Figure 3). Lastly, the fourth model hypothesizes the three-factor model as described earlier with testlet effect (See Figure 4).

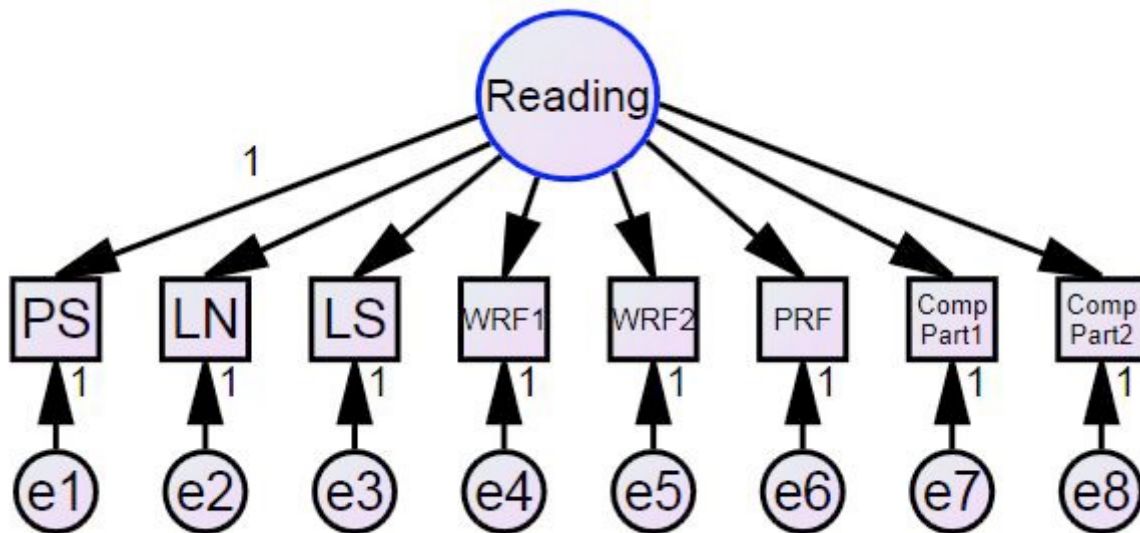


Figure 1. One factor CFA model without testlet effect for grades K-2

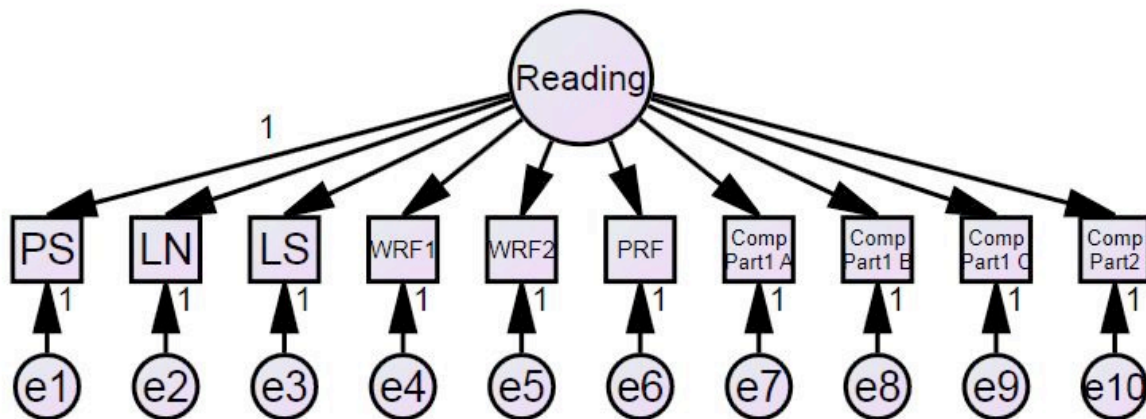


Figure 2. One factor CFA model with testlet effect for grades K-2

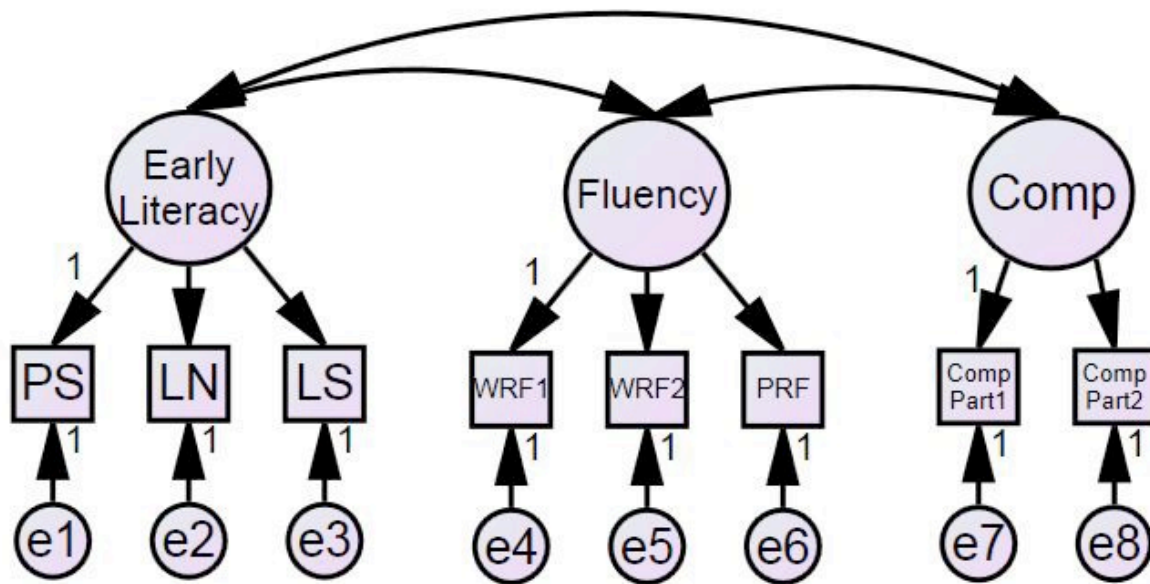


Figure 3. Three factor CFA model without testlet effect for Grades K-2

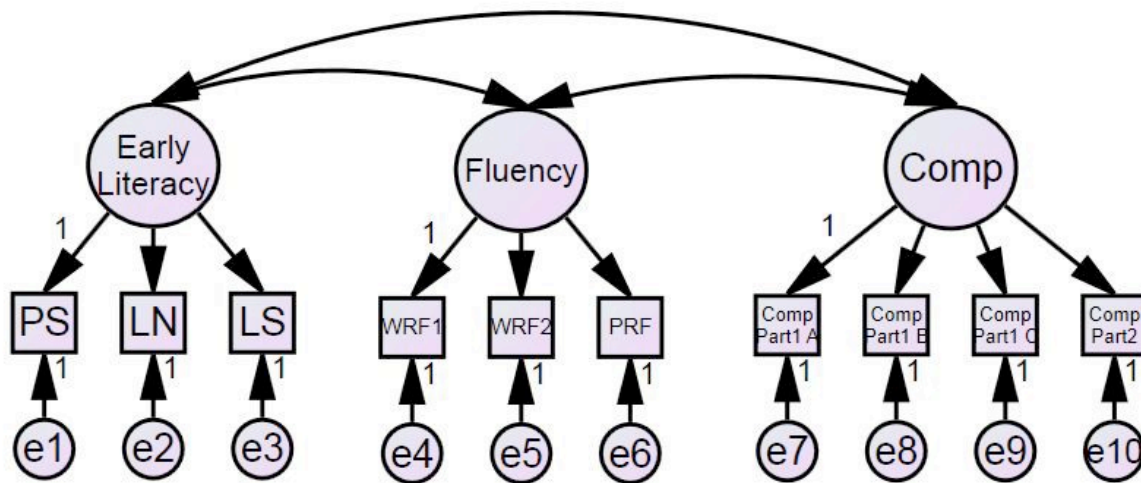


Figure 4. Three factor CFA model with testlet effect for Grades K-2

Grades 3-5

Four alternative CFA models were analyzed to evaluate construct validity of easyCBM® reading measures. As Figure 5 displays, the first model assumes that there is one latent construct representing “reading” measured by one WRF form as well as two PRF forms and one comprehension measure. In this model, the testlet effect for the first part of the comprehension measure is not considered. The second model assumes one latent factor, “reading” as described for the first model, but it takes a possible testlet effect into consideration (See Figure 6). The third model assumes that there are two latent constructs representing (a) “fluency” measured by

WRF and PRF measures and (b) “comprehension” as measured by the 15-item CCSS measure in conjunction with the 20-item MCRC measure without testlet effect (See Figure 7). Lastly, the fourth model hypothesizes the two-factor model as described earlier with testlet effect (See Figure 8).

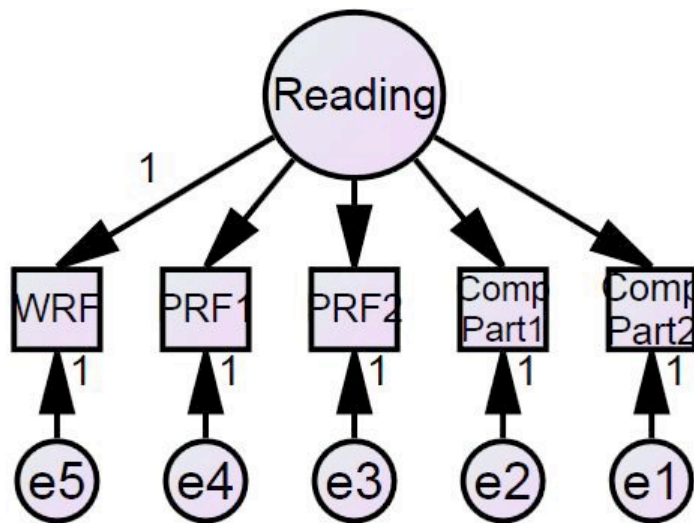


Figure 5. One factor CFA model without testlet effect for grades 3-5

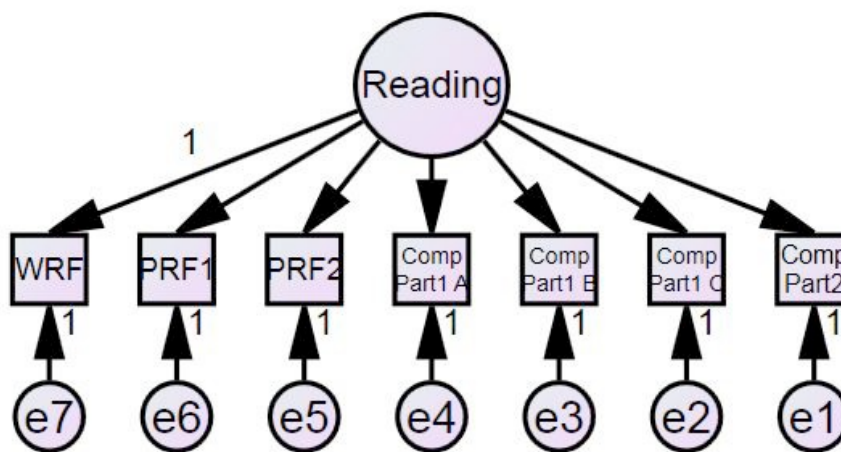


Figure 6. One factor CFA model with testlet effect for grades 3-5

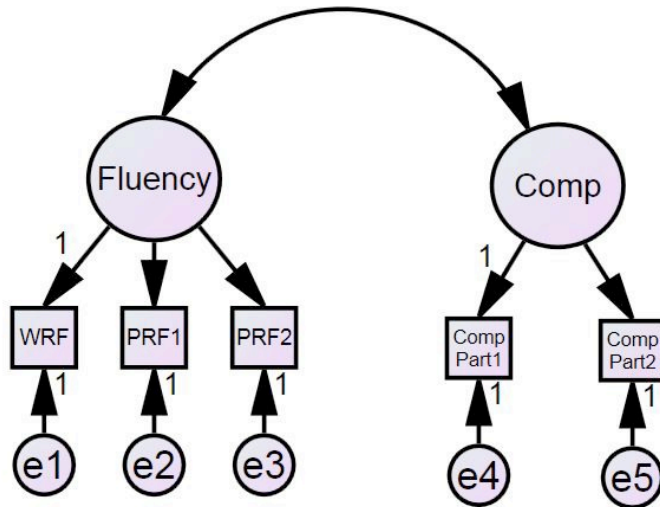


Figure 7. Two factor CFA model without testlet effect for grades 3-5

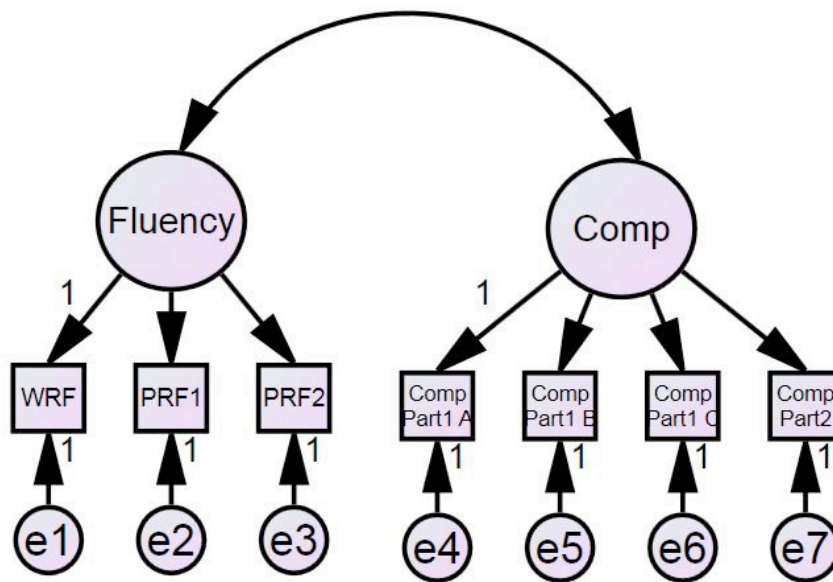


Figure 8. Two factor CFA model with testlet effect for grades 3-5

Preparing the Data for Analysis

Based on the analysis of basic descriptive statistics as well as visual representation of data, severe skewness for the CCSS reading comprehension measure was detected. Although the measure itself was developed to be fairly easy so that it will be sensitive to growth of very low performing students, using the raw data for the CFA analyses resulted in convergence issues for the second and fourth models (models with testlet effect). To solve the convergence issues, a subtotal score was recomputed after collapsing the score range from 0 to 2 into 0; resulting in a

new subtotal score with four possible scores: 0, 3, 4, or 5 for each of the three 5-item sub-sections of this CCSS measure (see Table 2).

Results

The results are presented in two sections, based on the grade-level band of the sample. Descriptive statistics for the grade K-2 sample are reported in Table 1.

Grade K-2 Sample

Table 1
Descriptive Statistics for Grade K-2 Sample

	N	Minimum	Maximum	Mean	Std. Deviation
PS	219	0	52	26.84	12.165
LN	218	2	76	35.41	10.934
LS	218	0	50	23.54	8.258
WRF1	218	0	60	23.90	16.508
WRF2	209	0	61	18.61	17.443
PRF	209	0	134	28.05	28.363
Part1A	132	0	5	3.25	1.108
Part1B	127	0	5	3.29	1.381
Part1C	126	0	5	4.17	1.337
Part2	118	1	12	7.73	2.803
Part1	132	0	15	10.39	3.636
Part1A collapsed	132	0	5	2.90	1.657
Part1B collapsed	127	0	5	2.91	1.917
Part1C collapsed	126	0	5	3.98	1.736

Table 2
Frequency of Score Distribution for First Part of Comprehension Measure, Grade K-2 Sample

Score	Part1 A		Part1 B		Part1 C	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0	3	1.3	2	0.8	3	1.3
1	8	3.3	17	7.1	6	2.5
2	19	7.9	16	6.7	9	3.8
3	32	13.4	27	11.3	10	4.2
4	63	26.4	37	15.5	19	7.9
5	7	2.9	28	11.7	79	33.1
Total valid n	132	55.2	127	53.1	126	52.7
Missing	107	44.8	112	46.9	113	47.3

Model Fit, Grade K-2 Sample

For grades K-2, the three-factor model without testlet effects had the best model fit based on the evaluation of model fit indices and information criterion values (see Table 3).

Table 3

CFA Model Fit Summary for Grade K-2 Sample

	Grades K-2			
	1 st Model	2 nd Model	3rd Model	4 th Model
CFI	0.56	0.54	0.77	0.73
TLI	0.38	0.41	0.62	0.62
RMSEA	0.31	0.25	0.24	0.20
SRMR	0.15	0.13	0.08	0.08
AIC	8254.31	10764.87	8136.82	10650.39
BIC	8322.76	10850.43	8213.82	10744.50
ABIC	8246.86	10755.56	8128.44	10640.14

1st Model: One factor CFA model without testlet effect

2nd Model: One factor CFA model with testlet effect

3rd Model: Three factor CFA model without testlet effect

4th Model: Three factor CFA model with testlet effect

Parameter Estimates

For grades K-2, both LN and LS measures were more strongly associated with the *early literacy* factor than was the PS measure. All three fluency measures (WRF1, WRF2, and PRF) were strongly related to the *fluency* factor. The path coefficients for the Part 1 Comprehension (CCSS) measure to the *comprehension* factor was very low, indicating its weak association to the construct. The MCRC comprehension measure displayed moderate associations to the comprehension factor. The *early literacy* and *fluency* constructs were moderately positively related to each other, while the *fluency* and *comprehension* constructs showed moderate negative relationship between each other. The correlation between the *early literacy* and *fluency* constructs was not statistically significant.

The variance explained by the model for each observed measure ranged from less than .01 (Part1C) to .79 (WRF1). The distribution of Part1C was highly negatively skewed; 63% of students who took the measure answered all five items correctly. It is possible that this skewness might have influenced the overall covariance matrix and compromised the results. Given very low path coefficients for comprehension measure Part1C, parameter estimates from the three-factor model without testlet effects were examined. The path coefficients for both Part1 and Part2 comprehension measures improved, indicating stronger association to the comprehension construct. The correlation between fluency and comprehension construct was -.33. The variance explained by this model for Part1 of the comprehension measure (CCSS) was .60 and for Part2 of the comprehension measure (MCRC), it was .45 (See Table 4 for complete results).

Table 4

Maximum Likelihood Parameter Estimates of Three Factor Confirmatory Factor Analysis Model with Testlet Effects for Grades K-2

Parameters	Early Literacy		Fluency		Comprehension	
	3rd	4th	3rd	4th	3rd	4th
	Lambda coefficients					
Phoneme segmenting	0.56	0.54				
Letter names	0.89	0.89				
Letter sounds	0.82	0.82				
WRF1			0.88	0.89		
WRF2			0.81	0.80		
PRF			0.85	0.84		
Comprehension →→ Part1A						0.73
Comprehension →→ Part1B					0.78	0.61
Comprehension →→ Part1C						0.03
Comprehension →→ Part2					0.67	0.55
	Factor correlation					
					Model 3	Model 4
Early Literacy ↔→ Fluency					0.61	0.62
Early Literacy ↔→ Comprehension					0.11 ^{NS}	-0.12 ^{NS}
Fluency ↔→ Comprehension					-0.33	-0.54
	Variance explained by the model					
					Model 3	Model 4
PS					0.31	0.29
LN					0.79	0.79
LS					0.67	0.68
WRF1					0.77	0.79
WRF2					0.66	0.64
PRF					0.71	0.70
Part1A						0.53
Part1B					0.60	0.38
Part1C						<0.01
Part2					0.45	0.30

Note. Parameter estimates reported in this table are standardized coefficients.

Grade 3-5 Sample

For the grade 3-5 sample, we present the results by individual grade rather than combining the results across grades because the measures administered to students in the different grades varied. Descriptive statistics for students in the grade 3 sample are presented in Table 5. Table 6 presents the grade 3 results for the first part of the comprehension measure (CCSS reading comprehension).

Table 5
Descriptive Statistics for Grade 3

Measure	N	Minimum	Maximum	Mean	Std. Deviation
WRF	100	24	123	66.47	19.200
PRF1	100	40	211	118.72	37.550
PRF2	100	47	235	129.58	39.626
Part1A	100	0	5	3.63	.825
Part1B	100	2	5	4.26	.939
Part1C	99	0	5	4.61	.967
Part2	100	3	19	12.46	4.135
Part1	100	6	15	12.45	2.181
Part1A collapsed	100	0	5	3.43	1.312
Part1B collapsed	100	0	5	4.10	1.382
Part1C collapsed	99	0	5	4.53	1.232

Table 6
Grade 3 Frequency of Score Distribution for First Part of Comprehension Measure

score	Part1 A		Part1 B		Part1 C	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0	1	1.0	0	0.0	2	2.0
1	2	2.0	0	0.0	0	0.0
2	9	9.0	8	8.0	4	4.0
3	10	10.0	10	10.0	2	2.0
4	77	77.0	30	30.0	13	13.0
5	1	1.0	52	52.0	78	78.0
Total valid n	100	100	100	100	99	99.0
Missing	0	0.0	0	0.0	1	1.0

Descriptive statistics for the grade 4 sample are presented in Table 7, while Table 8 displays the grade 4 results for the first part of the comprehension measure (CCSS reading comprehension).

Table 7
Descriptive Statistics for Grade 4

Measures	N	Minimum	Maximum	Mean	Std. Deviation
WRF	109	20	125	79.03	22.862
PRF1	109	25	260	142.07	44.079
PRF2	109	43	240	132.72	42.220
Part1A	108	3	4	3.90	.304
Part1B	108	2	5	4.69	.571
Part1C	108	1	5	4.86	.520
Part2	107	6	19	12.80	3.146
Part1	108	7	14	13.45	.990
Part1A collapsed	108	3	4	3.90	.304
Part1B collapsed	108	0	5	4.68	.681
Part1C collapsed	108	0	5	4.85	.593

Table 8
Grade 4 Frequency of Score Distribution for First Part of Comprehension Measure

score	Part1 A		Part1 B		Part1 C	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	1	.9
2	0	0.0	1	.9	0	0.0
3	11	10.1	3	2.8	2	1.8
4	97	89.0	24	22.0	7	6.4
5	0	0.0	80	73.4	98	89.9
Total valid n	108	99.1	108	99.1	108	99.1
Missing	1	0.9	1	0.9	1	0.9

Descriptive statistics for the grade 5 sample are presented in Table 9, while Table 10 displays the grade 5 results for the first part of the comprehension measure (CCSS reading comprehension).

Table 9
Descriptive Statistics for Grade 5

Measures	N	Minimum	Maximum	Mean	Std. Deviation
WRF	67	27	139	81.34	19.845
PRF1	67	46	251	157.51	42.062
PRF2	67	26	249	151.16	42.158
Part1A	71	3	5	4.45	.693
Part1B	71	2	5	4.59	.575
Part1C	71	1	5	4.37	.898
Part2	69	4	19	13.42	3.525
Part1	71	8	15	13.41	1.469
Part1A collapsed	71	3	5	4.45	.693
Part1B collapsed	71	0	5	4.56	.732
Part1C collapsed	71	0	5	4.28	1.185

Table 10
Grade 5 Frequency of Score Distribution for First Part of Comprehension Measure

Score	Part1 A		Part1 B		Part1 C	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	2	1.2
2	0	0.0	1	0.6	2	1.2
3	8	4.7	0	0.0	2	1.2
4	23	13.5	26	15.3	27	15.9
5	40	23.5	44	25.9	38	22.4
Total valid n	71	41.8	71	41.8	71	41.8
Missing	99	58.2	99	58.2	99	58.2

Model Fit, Grade 3-5 Sample

For grades 3 and 4, the two-factor model without testlet effects did not converge properly. Among the three converged models for the grade 3 sample, the one-factor model without testlets showed the best model fit. For the grade 4 sample, the model fit indices suggested the two-factor model with testlet effects fit the data better than the other three models, whereas the information criterion values indicated that the one-factor model without testlet effects fit the data best. For grade 5, all four models converged properly. Other than the one-factor model with testlet effects, all three models showed excellent model fit based on the evaluation of model fit indices. The two-factor model without testlet effect showed the smallest information criterion values, which generally implies a better model fit. Based on the evaluation of the model fit for four alternative CFA models, results from the two- (or three-) factor model with testlet effects are interpreted for all grades. Table 11 displays the model fit results for the grade 3-5 sample.

Table 11
CFA Model Fit Summary for Grades 3-5

	Grade 3				Grade 4				Grade 5			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th
CFI	0.96	0.83	-	0.84	0.94	0.86	-	0.98	0.97	0.53	1.00	0.96
TLI	0.93	0.74	-	0.74	0.88	0.80	-	0.97	0.95	0.29	1.01	0.94
RMSEA	0.17	0.24	-	0.24	0.23	0.21	-	0.08	0.16	0.49	0.00	0.15
SRMR	0.06	0.12	-	0.15	0.11	0.14	-	0.07	0.07	0.18	0.01	0.09
AIC	3529.52	4191.76	-	4187.88	3983.52	4263.06	-	4207.04	2485.10	3144.17	2475.93	2933.84
BIC	3568.45	4246.26	-	4244.97	4023.61	4319.19	-	4265.84	2518.39	3190.78	2511.44	2982.67
ABIC	3521.08	4179.94	-	4175.49	3976.22	4252.84	-	4196.33	2471.16	3124.65	2461.06	2913.39

1st Model: One-factor CFA model without testlet effect

2nd Model: One-factor CFA model with testlet effect

3rd Model: Two-factor CFA model without testlet effect

4th Model: Two-factor CFA model with testlet effect

* - Model did not converge or indicated significant errors, thus the results are not interpreted

Parameter Estimates, Grade 3-5 Sample

For grade 3, all three fluency measures had strong association with the fluency construct, and PRF showed a stronger relation compared to WRF. Path coefficients from the comprehension measures ranged from .34 (Part2) to .88 (Part1B). The correlation between the fluency and comprehension constructs was moderate ($r = .47$). Variance explained by the model for each measure ranged from .12 (Part2) to .95 (PRF2). Generally, the comprehension measures were not as well explained by the model as the fluency measures were.

Similar to grade 3, all three grade 4 fluency measures had strong relations to the fluency construct. Path coefficients for the comprehension measures ranged from .20 (Part1B) to .81 (Part2). The correlation between the comprehension and fluency constructs was not statistically significant. The variance explained by the model for each measure ranged from .04 (Part1B) to .95 (PRF2).

For grade 5, all three fluency measures were highly associated with the fluency construct, with coefficients ranging from .90 (WRF) to .99 (PRF1). Path coefficients for the comprehension measures ranged from -.37 (Part2) to .97 (Part1B). The correlation between the comprehension and fluency construct was -.56. The variance explained by the model for each measure ranged from .14 (Part2) to .99 (PRF1). Table 12 presents these results.

Table 12

Maximum Likelihood Parameter Estimates of Two Factor Confirmatory Factor Analysis Model with Testlet Effects for Grades 3-5

Parameter	Grade 3		Grade 4		Grade 5	
	Fluency	Comp	Fluency	Comp	Fluency	Comp
	Lambda coefficients					
Fluency → WRF	0.82		0.91		0.90	
Fluency → PRF1	0.97		0.97		0.99	
Fluency → PRF2	0.95		0.98		0.96	
Comprehension → Part1A		0.42		0.44		0.96
Comprehension → Part1B		0.88		0.20		0.97
Comprehension → Part1C		0.74		0.72		0.70
Comprehension → Part2		0.34		0.81		-0.37
	Factor correlation					
Fluency ↔ Comprehension	0.47		0.04 ^{NS}		-0.56	
	Variance explained by the model					
WRF	0.64		0.83		0.81	
PRF1	0.95		0.94		0.99	
PRF2	0.91		0.95		0.92	
Part1A	0.18		0.20		0.91	
Part1B	0.78		0.04		0.94	
Part1C	0.55		0.51		0.49	
Part2	0.12		0.66		0.14	

Note. Parameter estimates reported in this table are standardized coefficients.

Discussion

Our findings from this study provide evidence in support of using the easyCBM K-5 reading measures to assess students' developing proficiency in the areas of early literacy, fluency, and reading comprehension. Specific links to the literature as well as limitations present in the current study are discussed.

Limitations

The CCSS reading comprehension measures analyzed in this study as “Part1 Comprehension” were intentionally developed to be relatively easy for students because they are intended to be used for monitoring the progress low-performing students make in gaining basic comprehension skill. However, the current pilot study was conducted with students from all ranges of reading ability, which resulted in highly negatively skewed data distribution for the comprehension measures. From an analytic point of view, this is a serious concern and, thus, interpretation of the Grade 3-5 results should be made with caution. However, the negative skew does provide indirect evidence that the measures are fairly easy and that these measures are thus highly likely to be accessible to struggling readers. A challenge with the longer and more challenging easyCBM MCRC measures is that they are often reported as being too difficult for struggling readers, who find them overwhelming. Results from the current study suggest that the CCSS reading measures tap into the same underlying construct as the longer and more challenging MCRC measures, while at the same time being more accessible to students.

Conclusion

Model comparisons among the four hypothesized models across the grades provide evidence that the easyCBM reading measures for the primary grades (K-2) assess three different constructs of reading, *early literacy* (as measured by phoneme segmenting, letter names, and letter sounds), *fluency* (as measured by word and passage reading), and *comprehension* (as measured by both the CCSS and MCRC comprehension measures). This finding underscores research by Allington (1983), Johns (1993) and Hudson et al. (2005), in which the connection between fluency and comprehension is made. These findings likewise echo Good et al.'s (2002) work establishing the importance of phonological awareness and phonics as predictors of reading difficulty. Of particular relevance to school districts and individual educators using the easyCBM measures of reading, our findings provide evidence that the easyCBM K-2 reading measures do, indeed, tap into their intended constructs, with relations between the factors, but distinctive factors, associated with “The Big Five” skill areas identified by the National Reading Panel as essential to the development of literacy (National Institute of Child Health and Human Development, 2000).

In contrast, for students in the Grade 3-5 sample, both a one-factor (representing ‘reading’) model and two-factor (representing ‘fluency’ and ‘comprehension’) model fit the data fairly well. As with the primary grades, the fit of the model where fluency and comprehension were modeled as two different factors was a slight improvement over a one-factor model. Because of slightly better model fit, as well as the underlying theoretical support for a two-factor model, the two-factor model was chosen as the better of the two. It may be worth pointing out that the single factor model was less supported at the primary grades (although it did converge) than in the Grade 3-5 sample. A possible interpretation of this finding is that in earlier grades, students are still developing more pre-requisite skills and the boundaries between these skills are more profound compared to later grades. Following this logic, the distinction between fluency and comprehension may be clearer at the primary grades than it is for students in later elementary grades, where the range of scores was greater, but no students scored a 0

on the fluency measures, unlike in the K-2 sample, where scores of 0 were found for each of the fluency measures.

Another important finding is that the comprehension measures (CCSS and MCRC) loaded on a single factor, despite clear differences in the measures themselves. The CCSS reading measures included in this study used non-fiction informational texts as the basis for the multiple-choice questions that followed. In addition, they were written to be simpler in format, language, vocabulary, and syntax than the MCRC measures. The passages used for the MCRC measures also were considerably longer than those used for the CCSS measures (1500 words compared to approximately 200). Despite these differences in content, genre, format, and complexity, both types of easyCBM comprehension measures fit a model in which they were both loading on a single factor, which we labeled *comprehension*. This finding held true for different grades, where different test forms were used, with the replication across grades adding to the generalizability of the findings from this study.

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Appendix A
One-Page Recruitment Flier

5. easyCBM Reading Construct Validity: 2011 – 2012

Purpose: Teachers need to be sure that student outcomes are an appropriate reflection of the skill tested. For example, comprehension might be so broad that teachers need to separate ‘vocabulary’ from ‘literal or inferential comprehension’. And test items need to ‘hang together’ and not reflect other (peripheral) skills. If a comprehension measure has items that reflect language issues (proper nouns or specific events), these items may need to be culled from the test. The purpose of this study is to investigate the structure of the measures in easyCBM reading so they reflect the skill and hang together. While these examples focused on comprehension, we actually need to study all the measures in the reading tests.

Teacher-student samples: We need 200 students (each X) per grade (in approximately 10 classes) in each of grades K-5. Students take 1-2 forms each of each measure available at a given grade level; the last column represents the time needed to take the test.

Grade	SEG 1 min.	LN 1 min.	LS 1 min.	WRF 1 min.	PRF 1 min.	MCRC 30 min.	VOC 10 min.	Total Time
K	X	X	X	X				4 min.
1	X	X	X	X	X			4 min.
2				X	X	X	X	45 min.
3					X	X	X	45 min.
4					X	X	X	45 min.
5					X	X	X	45 min.

Description of Logistics: Begin Nov. 1 – End Nov. 23

1. Load *student demographic* information into easy CBM system: grade, sex, race, ethnicity, ELL status, disability category, and Free/Reduced price lunch.
2. Administer grade level reading measures and enter the scores in the computer.
3. Complete a survey of *school demographics* (via Survey Monkey): School size (number of students and teachers, as well as location), status as a site for Response to Intervention (RTI), number of students in Tier II (differentiated instruction) and III (special education), and number of English Language Learners (ELLs), and percent of students receiving Free or Reduced Price Meals (as a proxy for SES).

Benefits or payments (if any): Gift card for \$50 (per teacher with a minimum of 20 students) will be emailed upon completion of the study.

Contact: email your interest in participation to Julie Alonzo, Ph.D. (jalonzo@uoregon.edu). **Optional webinar if you have questions:** October 20. 26, 2011 at 3:30 PM (Pacific) <http://my.dimdim.com>
[Meeting Name: 32534, Dial In: 702-473-3463, Attendee Pass Code: 325340]

Appendix B

Teacher Instructions: Grade K-2 Sample

Teacher Instructions: Reading Construct Validity Study (Study #5): Grades K-2

Thank you for agreeing to take part in this study! The purpose of this research is to examine empirically the relation between the different reading measures on easyCBM and how it might change as students move through the grades. Specifically, we are testing the theory that oral reading fluency plays less of a role in comprehension as students get older, and evaluating whether its role differs for students of different backgrounds, such as native English speakers and English language learners, students in the general education program and those receiving special education services.

To test the relation between the different measures, we have to administer the same measures to approximately 200 students in each of grades K-2. What this means is that some of the measures (especially the comprehension tests) may be too difficult for students in the lower grades to complete successfully.

Kindergarten and Grade 1 teachers, please read over the comprehension tests yourself first and decide if they are far too hard for any of your students to complete. If you think they are, please include a note to that effect in the packet of materials that you return to us. If, however, you think that some of your students might be able to complete the comprehension tests, please have them give it a try. **Grade 2 teachers**, please have your students complete all the tests; some of them may struggle with some questions, but the tests should be accessible to all grade 2 students.

This study involves 5 individually-administered tests (administered for 30 seconds each) and 1 group-administered test with two parts (you can administer the parts on the same day or on two different days, whichever you prefer). NOTE: to reduce the time it will take for you to administer these measures, we are shortening the administration time on each of the individually-administered measures from the normal 60 seconds to 30 seconds.

Individually Administered Tests include:

Test Name	Administration Time
Phoneme Segmenting	30 seconds
Letter Names	30 seconds
Letter Sounds	30 seconds
Word Reading Fluency (2 forms)	30 seconds
Passage Reading Fluency	30 seconds

Group Administered Tests Include

Test Name	Administration Time
Part 1 Comprehension	20 minutes
Part 2 Comprehension	30 minutes

Step 1: Organize the materials and plan the testing sessions

Materials: You should have received in your packet the following materials:

- 1 copy of the Teacher Instructions
- 1 answer sheet for each of your students (you will fill in the bubbles for the individually-administered tests after you've given them to your students; please fill in the demographic information for each student AFTER they have taken the comprehension part of the test)
- 1 Student Copy of each of the individually-administered tests (you can re-use it for multiple students)
- 1 Assessor Copy of each of the individually-administered tests for each of your students.
- 1 comprehension test (in two parts) for each of your students
- 1 pre-addressed return envelope to send back answer sheets
- 1 informational sheet so we can send you your gift card

If you need additional answer sheets or test materials, please photocopy a blank form for this purpose. Students will need #2 pencils to complete the answer sheets.

Step 2: Prepare the student answer sheets

Write in your students' first names and the first initial of their last names on the answer sheets so that each student has his/her own to use for the duration of the study.

Step 3: Have your students take the individually-administered tests

Administer each of the individually-administered tests to each of your students, marking the Assessor Copy of the test materials as you are administering the test. Once you have administered all the tests, mark the final score for each of the individually-administered measures on the student's answer sheet. You will need approximately 5 minutes of testing time for each student (this includes 30 seconds of actual testing, plus transition / instructions in between each test).

Step 4: Have your students take the comprehension test

Please distribute one answer sheet and one test to each student. Please have them use #2 pencils and ensure that they fill in the answer choice they have selected neatly and completely. You may choose to administer the two-part test in a single session, or you may choose to administer it in two sessions, whichever you think will work best for your particular group of students.

When you distribute the tests, please read the following instructions to the students:

"You will have:

20 minutes (if only administering Part 1)

30 minutes (if only administering Part 2)

50 minutes (if administering both Part 1 and 2)

to read series of short reading passages and answer questions about what you have read. If you are not sure what the right answer is, just choose the answer that you think makes the most sense.

While you are working, I can not answer questions about what a word means or what the best answer is. When you are finished, please turn your paper over, take out your book, and read quietly."

Step 5: Fill in the demographic information for each student

Because part of what we are studying in this research project is the degree to which these reading tests work the same for different demographic groups, we need to collect information about student characteristics for each of the students in the study.

Please be as accurate as possible. If you are unsure of an answer, try to find out from the school secretary. If you are unable to find an answer, please mark the 'do not know' response.

Step 6: Return the answer sheets and your gift card info sheet

Collect the answer sheets, organize them so they are all facing the same direction, and send them back to the university in the pre-addressed envelope provided with the testing materials. Please be sure to fill out the gift card informational sheet and include it with the answer sheets when you send them back to us. Please do NOT send back the tests, just the answer sheets and your gift card info sheet.

For this study, we are able to provide an Amazon.com gift card in the following amounts, based on total number of your student who complete the study:

# of Students Participating	Gift Card Amount
20-49	\$50
50 - 79	\$100
80+	\$150

Appendix C

Teacher Instructions: Grade 3-5 Sample

Teacher Instructions: Reading Construct Validity Study (Study #5): Grades 3-5

Thank you for agreeing to take part in this study! The purpose of this research is to examine empirically the relation between the different reading measures on easyCBM and how it might change as students move through the grades. Specifically, we are testing the theory that oral reading fluency plays less of a role in comprehension as students get older, and evaluating whether its role differs for students of different backgrounds, such as native English speakers and English language learners, students in the general education program and those receiving special education services.

This study involves 3 individually-administered tests (administered for 60 seconds each) and 1 group-administered test with two parts (you can administer the parts on the same day or on two different days, whichever you prefer).

Individually Administered Tests include:

Test Name	Administration Time
Word Reading Fluency	60 seconds
Passage Reading Fluency	60 seconds
Passage Reading Fluency	60 seconds

Group Administered Tests Include

Test Name	Administration Time
Part 1 Comprehension	15 minutes
Part 2 Comprehension	35 minutes

Step 1: Organize the materials and plan the testing sessions

Materials: You should have received in your packet the following materials:

- 1 copy of the Teacher Instructions (this document)
- 1 answer sheet for each of your students (you will fill in the bubbles for the individually-administered tests after you've given them to your students; please fill in the demographic information for each student AFTER they have taken the comprehension part of the test)
- 1 Student Copy of each of the individually-administered tests (you can re-use it for multiple students)
- 1 Assessor Copy of each of the individually-administered tests for each of your students.
- 1 comprehension test (in two parts) for each of your students
- 1 pre-addressed return envelope to send back answer sheets
- 1 informational sheet so we can send you your gift card

If you need additional answer sheets or test materials, please photocopy a blank form for this purpose. Students will need #2 pencils to complete the answer sheets.

Step 2: Prepare the student answer sheets

Write in your students' first names and the first initial of their last names on the answer sheets so that each student has his/her own to use for the duration of the study.

Step 3: Have your students take the individually-administered tests

Administer each of the individually-administered tests to each of your students, marking the Assessor Copy of the test materials as you are administering the test. Once you have administered all the tests, mark the final score for each of the individually-administered measures on the student's answer sheet. You will need approximately 5 minutes of testing time for each student (this includes 60 seconds of actual testing, plus transition / instructions in between each test).

Step 4: Have your students take the comprehension test

Please distribute one answer sheet and one test to each student. Please have them use #2 pencils and ensure that they fill in the answer choice they have selected neatly and completely. You may choose to administer the two-part test in a single session, or you may choose to administer it in two sessions, whichever you think will work best for your particular group of students.

When you distribute the tests, please read the following instructions to the students:

"You will have:

- 15 minutes (if only administering Part 1)
- 35 minutes (if only administering Part 2)
- 50 minutes (if administering both Part 1 and 2)

to read series of short reading passages and answer questions about what you have read. If you are not sure what the right answer is, just choose the answer that you think makes the most sense.

While you are working, I can not answer questions about what a word means or what the best answer is. When you are finished, please turn your paper over, take out your book, and read quietly."

Step 5: Fill in the demographic information for each student

Because part of what we are studying in this research project is the degree to which these reading tests work the same for different demographic groups, we need to collect information about student characteristics for each of the students in the study.

Please be as accurate as possible. If you are unsure of an answer, try to find out from the school secretary. If you are unable to find an answer, please mark the 'do not know' response.

Step 6: Return the answer sheets and your gift card info sheet

Collect the answer sheets, organize them so they are all facing the same direction, and send them back to the university in the pre-addressed envelope provided with the testing materials. Please be sure to fill out the gift card informational sheet and include it with the answer sheets when you send them back to us. Please do NOT send back the tests, just the answer sheets and your gift card info sheet.

For this study, we are able to provide an Amazon.com gift card in the following amounts, based on total number of your student who complete the study:

# of Students Participating	Gift Card Amount
20-49	\$50
50 - 79	\$100
80+	\$150

Appendix D

Individually-Administered Measures, K-2 Sample, Assessor Copies

Assessor Copy**Form 1**

Student Name: _____

Date: _____

Phoneme Segmenting**Procedures**

This test is administered entirely orally. Do NOT show the student this scoring sheet. There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.

Directions

Say to the student: **"I am going to say a word, and you will give me the sounds you hear in that word. If I say *cap*, you will say /c/ /a/ /p/. If I say *it*, you will say /i/ /t/. If I say *top*, you will say /t/ /o/ /p/. Let's try."**

Note: This is a 30 second timed test.

Scoring

- Underline each phoneme the student says correctly.
- Put a slash through each phoneme the student misses.
- Students are NOT penalized for saying extra phonemes.

Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	tap	/t/ /a/ /p/	___/ 3	11	leaping	/l/ /ea/ /p/ /i/ /ng/	___/ 5
2	down	/d/ /ow/ /n/	___/ 3	12	moat	/m/ /oa/ /t/	___/ 3
3	chef	/ch/ /e/ /f/	___/ 3	13	apron	/a/ /p/ /r/ /o/ /n/	___/ 5
4	must	/m/ /u/ /s/ /t/	___/ 4	14	mean	/m/ /ea/ /n/	___/ 3
5	win	/w/ /i/ /n/	___/ 3	15	pack	/p/ /a/ /ck/	___/ 3
6	rant	/r/ /a/ /n/ /t/	___/ 4	16	main	/m/ /ai/ /n/	___/ 3
7	smile	/s/ /m/ /i/ /le/	___/ 4	17	wrath	/wr/ /a/ /th/	___/ 3
8	huddle	/h/ /u/ /dd/ /le/	___/ 4	18	soak	/s/ /oa/ /k/	___/ 3
9	jump	/j/ /u/ /m/ /p/	___/ 4	19	snail	/s/ /n/ /ai/ /l/	___/ 4
10	open	/o/ /p/ /e/ /n/	___/ 4	20	lime	/l/ /i/ /me/	___/ 3

Correct _____ / 71

Assessor Copy**Form 1****Letter Names****Procedures**

Place the probe marked "Letter Names Student Copy" in front of the student. Read the directions to the student. When you are finished administering the test, enter the student results on the website for scoring and record keeping.

Directions

"When I say begin, say the name of each letter. I will stop you after 60 seconds. Start at the top of the page and read across each row."

Demonstrate by sweeping your finger from left to right across the first row. **"Move your marker down after each row."** Demonstrate. **"Any questions?... Ready?...Begin."** At 60 seconds, say **"Stop."** Mark the last letter with a bracket.]

Note: This is a 30 second timed test.

Scoring**If student:**

- Self corrects, write S.C. above letter name and count as correct.
- Says incorrect letter name, slash through letter name, and count as incorrect.
- Hesitates more than 3 seconds, supply the letter name and count as incorrect.
- Skips letter, circle the letter and count as incorrect.
- Clearly loses his/her place, point to the next letter.

E	p	x	B	X	Z	A	r	O	s	10
T	m	e	S	L	p	t	a	N	C	20
M	i	k	F	R	P	D	I	f	n	30
h	u	Q	z	c	K	v	W	G	w	40
y	q	J	V	j	b	l	d	U	A	50
p	O	X	r	B	s	E	A	Z	x	60
N	S	m	C	t	L	a	e	T	p	70
k	f	P	M	I	n	D	i	F	R	80
W	z	h	G	Q	K	w	v	c	u	90
U	V	l	q	A	b	y	J	d	j	100

Correct _____

Assessor Copy**Form 1****Letter Sounds****Procedures**

Place the probe marked "Letter Sounds Student Copy" in front of the student. Read the directions to the student. When you are finished administering the test, enter the student results on the website for scoring and record keeping.

Directions

"When I say begin, say the sound each letter makes. I will stop you after 60 seconds. Start at the top of the page and read across each row."

Demonstrate by sweeping your finger from left to right across the first row. **"Move your marker down after each row."** Demonstrate. **"Any questions?... Ready?...Begin."** At 60 seconds, say **"Stop."** Mark the last letter with a bracket.]

Note: This is a 30 second timed test.

Scoring**If student:**

- Self corrects, write S.C. above letter sound and count as correct.
- Says incorrect letter sound, slash through letter sound, and count as incorrect.
- Hesitates more than 3 seconds, supply the letter sound and count as incorrect.
- Skips letter, circle the letter and count as incorrect.
- Clearly loses his/her place, point to the next letter.

h	n	Z	t	R	s	K	U	e	y	10
o	E	x	m	a	b	D	v	K	P	20
f	I	x	H	O	u	M	z	s	N	30
l	Ch	t	r	J	L	Ph	A	G	Th	40
qu	v	w	sh	V	th	g	ch	F	b	50
u	wh	y	s	P	ph	X	R	i	Sh	60
e	R	n	y	t	K	h	U	s	Z	70
D	o	P	b	E	K	x	a	v	m	80
z	I	M	x	O	f	N	s	H	u	90
Th	J	t	Ph	l	G	A	Ch	r	L	100
F	w	g	V	ch	qu	b	th	v	sh	110

Correct _____

Word Reading Fluency

Directions: Place the “Word Reading Student Copy” probe in front of the student and say, “**Please read from this list of words. Read across the page and then on to the next row.**” Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect.

Note: This is a 30 second timed test.

I	is	an	and	4
it	he	fast	miss	8
but	off	she	you	12
my	try	into	work	16
cut	say	think	have	20
eat	are	under	other	24
six	yard	hand	that	28
best	may	left	girl	32
open	old	cover	like	36
grow	could	new	test	40
low	same	below	maybe	44
until	inside	who	every	48
wall	forest	watch	find	52
hair	fell	rich	there	56
branch	lie	few	timeline	60

Correct _____

Word Reading Fluency

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect.

Note: This is a 30 second timed test.

I	an	it	fast	sun	top	the	miss	8
but	she	my	into	sum	day	come	too	16
cut	think	eat	under	list	room	under	need	24
six	hand	best	left	number	enter	I'm	took	32
open	cover	grow	new	zone	ball	how	told	40
low	same	below	maybe	house	pick	feeling	please	48
until	inside	who	every	important	world	boom	music	56
wall	forest	watch	find	deep	side	step	river	64
hair	fell	rich	there	become	dollars	full	north	72
branch	lie	few	timeline	question	letter	check	would	80
less	case	passed	herself	slowly	hunting	does	without	88
amount	however	trails	power	report	students	grain	begin	96
isn't	eight	waves	paint	matter	wait	ready	pole	104
cannot	child	taxes	object	shape	early	inflate	string	112
clear	scale	subject	terror	hours	sense	radio	crowd	120

Correct _____

Passage Reading Fluency

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

"This is a story about Kim and Joe. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "**Stop.**"

<u>Kim</u> and her dad got ready to go to the lake. Kim put on her	15
swimsuit and shorts. She found her pail and shovel. Kim's dad got two	28
towels, some sunscreen, and a snack. They put everything in the car.	40
Then, they drove to the lake. Kim's dad parked the car in the lot. Kim	55
did not have any shoes on. The ground was very hot. Her feet hurt. She	70
put on her shoes, and this made her feet feel better. Kim and her dad	85
saw the blue water and the sandy beach. They put their towels on the	99
sand. They put on sunscreen. Kim ran down to the water. The water was	113
a little cold on her feet, but it felt good. She walked into the water	128
more until the water covered her knees. The water did not seem so	141
cold. She dove under the water and got her head wet.	152
Kim felt a tap on her shoulder. It was her friend <u>Joe</u> . The two of	167
them played in the water. They splashed. They dove to the bottom of	180
the lake to look for snails. They pretended to be sharks. They swam out	194
to a dock in the middle of the lake. They jumped off of the dock over	210
and over. Kim and Joe got tired. They swam back to shore. They walked	224
up the beach to Kim's dad. Her dad gave them a snack. They sat in the	240
sun and built a sandcastle. It was really a great afternoon.	251

Total Words Read: _____ - # of Errors: _____ = Correct Words: _____

Appendix E

Individually-Administered Measures, K-2 Sample, Student Copies

Letter Names

E	p	x	B	X	Z	A	r	O	s
T	m	e	S	L	p	t	a	N	C
M	i	k	F	R	P	D	I	f	n
h	u	Q	z	c	K	v	W	G	w
y	q	J	V	j	b	l	d	U	A
p	O	X	r	B	s	E	A	Z	x
N	S	m	C	t	L	a	e	T	p
k	f	P	M	I	n	D	i	F	R
W	z	h	G	Q	K	w	v	c	u
U	V	l	q	A	b	y	J	d	j

Letter Sounds

h	n	Z	t	R	s	K	U	e	y
o	E	x	m	a	b	D	v	K	P
f	I	x	H	O	u	M	z	s	N
l	Ch	t	r	J	L	Ph	A	G	Th
qu	v	w	sh	V	th	g	ch	F	b
u	wh	y	s	P	ph	X	R	i	Sh
e	R	n	y	t	K	h	U	s	Z
D	o	P	b	E	K	x	a	v	m
z	I	M	x	O	f	N	s	H	u
Th	J	t	Ph	l	G	A	Ch	r	L
F	w	g	V	ch	qu	b	th	v	sh

Word Reading Fluency

I	is	an	and
it	he	fast	miss
but	off	she	you
my	try	into	work
cut	say	think	have
eat	are	under	other
six	yard	hand	that
best	may	left	girl
open	old	cover	like
grow	could	new	test
low	same	below	maybe
until	inside	who	every
wall	forest	watch	find
hair	fell	rich	there
branch	lie	few	timeline

Word Reading Fluency

I	an	it	fast	sun	top	the	miss
but	she	my	into	sum	day	come	too
cut	think	eat	under	list	room	under	need
six	hand	best	left	number	enter	I'm	took
open	cover	grow	new	zone	ball	how	told
low	same	below	maybe	house	pick	feeling	please
until	inside	who	every	important	world	boom	music
wall	forest	watch	find	deep	side	step	river
hair	fell	rich	there	become	dollars	full	north
branch	lie	few	timeline	question	letter	check	would
less	case	passed	herself	slowly	hunting	does	without
amount	however	trails	power	report	students	grain	begin
isn't	eight	waves	paint	matter	wait	ready	pole
cannot	child	taxes	object	shape	early	inflate	string
clear	scale	subject	terror	hours	sense	radio	crowd

Assessor Copy**Form 1**

Kim and her dad got ready to go to the lake. Kim put on her swimsuit and shorts. She found her pail and shovel. Kim's dad got two towels, some sunscreen, and a snack. They put everything in the car. Then, they drove to the lake. Kim's dad parked the car in the lot. Kim did not have any shoes on. The ground was very hot. Her feet hurt. She put on her shoes, and this made her feet feel better. Kim and her dad saw the blue water and the sandy beach. They put their towels on the sand. They put on sunscreen. Kim ran down to the water. The water was a little cold on her feet, but it felt good. She walked into the water more until the water covered her knees. The water did not seem so cold. She dove under the water and got her head wet.

Kim felt a tap on her shoulder. It was her friend Joe. The two of them played in the water. They splashed. They dove to the bottom of the lake to look for snails. They pretended to be sharks. They swam out to a dock in the middle of the lake. They jumped off of the dock over and over. Kim and Joe got tired. They swam back to shore. They walked up the beach to Kim's dad. Her dad gave them a snack. They sat in the sun and built a sandcastle. It was really a great afternoon.

Appendix F

Group-Administered Measures, K-2 Sample

GROUP K-2 READING COMPREHENSION ACTIVITY

PART 1

INSTRUCTIONS: Please select the best answer for each question.

Item 35211_35215

Boats

There are many kinds of boats. Some boats move with the wind. Some boats move with the help of a motor. Others move along the water with the help of people.

Sailboats move with the wind. A person steers the boat. That person is called a sailor. The sailors set the sail and rudder so the boat moves smoothly.

Some boats move with a motor. These boats are called motorboats. People who catch fish use motorboats to reach deep water. Some motorboats are huge and carry cargo. They are called cargo boats.

Rowboats move with the help of people using oars. Oars are long sticks that drop into the water. The oars work like paddles, making the boat move.

Some boats are small, and some boats are big. Some boats move slowly, and others move quickly. All boats are alike in one way. They all move on water!

1. What moves sailboats?
 - a. Motors
 - b. Paddles
 - c. The wind

2. A rowboat moves with:
 - a. Oars
 - b. Cargo
 - c. Motor

3. Cargo boats have:
 - a. Sails
 - b. Motors
 - c. Oars

4. Rowboats move when:
 - a. People move the oars.
 - b. The sail fills with wind.
 - c. The motor pushes them.

5. Which is a fact?
 - a. Sailboats are best.
 - b. Cargo boats are too slow.
 - c. Boats move on water.

GROUP K-2 READING COMPREHENSION ACTIVITY

Item 35391_35395

Mars

Mars is a planet in outer space. It is the fourth planet away from the sun. It is just past Earth.

Mars is named after a Roman god of war. It has a reddish color, so it is also called the "Red Planet."

Mars is about half the size of Earth. It has two moons. They are named Phobos and Deimos.

Scientists can study Mars more easily than other planets because it is the closest planet to Earth. Scientists want to know if Mars had water and living things on it in the past.

6. Mars is the ____ planet from the sun.
 - a. Fourth
 - b. Third
 - c. Fifth

7. Mars is ____ Earth.
 - a. larger than
 - b. smaller than
 - c. the same size as

8. The moons of Mars are named:
 - a. Phoebe and Dan
 - b. Phobos and Deimos
 - c. Phrase and Darek

9. It is easy to study Mars because it is:
 - a. Close to Earth.
 - b. Far from the sun.
 - c. Reddish colored.

10. Which is a fact?
 - a. Mars is a beautiful planet.
 - b. Studying Mars is interesting.
 - c. Mars is named after a Roman god.

GROUP K-2 READING COMPREHENSION ACTIVITY

Item 35126_35130

Bella the Bus Driver

Bella is a bus driver. She works for a school. The bus she drives is big and yellow. Each morning at 6:00 Bella gets to school. She opens the bus and starts the engine. Then she picks up girls and boys and takes them to school.

One day Bella opens the bus and tries to start the engine. It won't start! Bella thinks fast. How can she get the boys and girls to school today? She calls the bus garage. She asks for a new bus. The new bus comes to the school, and Bella drives it away. She picks up all the boys and girls and gets them to school on time.

11. Who is Bella?
 - a. A schoolgirl.
 - b. A bus driver.
 - c. A school bus.

12. What does Bella do after she opens the bus?
 - a. Starts the engine.
 - b. Opens a window.
 - c. Reads a book.

13. Bella thinks fast when the:
 - a. Bus is opened.
 - b. Day is over.
 - c. Engine won't start.

14. What does Bella do when the bus does not start?
 - a. Calls the garage.
 - b. Calls her mom.
 - c. Goes back home.

15. What happens when the bus starts?
 - a. Bella picks up girls and boys.
 - b. Bella takes girls and boys home.
 - c. Bella drives the bus to the garage.

PART 2

Directions: Please read the story and then answer the questions that come after it.

Seth the Great

Seth was a seven-year-old show-off. He thought he was better than other kids his age. Seth always talked about two things - his grown-up teeth, and jumping off the park swing.

Seth was the only seven-year-old he knew with four adult front teeth (two on top, two on bottom). Most kids his age still had one or two baby front teeth. Or they had holes in their mouth where their baby teeth used to be and their adult teeth would grow in. Seth made fun of these kids. He thought they looked silly, and he looked cool.

Seth was better than other seven-year olds at jumping off swings (or so he thought). Everyday Seth's mom took him to the park. He would swing way up into the air. Then, to get off, he would jump. He always landed on his feet. None of the other kids at the park could do that. Some had tried, but they'd landed on their hands or bottoms.

One warm day it was really crowded at the park. "Good," thought Seth. "More kids to show off to." Seth ran around showing everyone his grown-up teeth. Then he got on a swing and started pumping his legs harder than ever before.

Soon, Seth was high in the sky. He looked down and felt a little dizzy. "No big deal," he thought, "I can jump from here easily." Then, to make sure everyone was watching, Seth called out, "Watch my amazing jump everyone!"

Seth's mom looked worried. But before she could stop him, Seth jumped off the swing, which was higher than ever, and landed on the ground. Only this time, he didn't land on his feet. Seth landed right on his face!

Seth was in pain. But he didn't want anyone to think he was weak. "I'm fine," he said. "I meant to do that." But then Seth, and everyone watching, noticed his bloody mouth and his tooth in the dirt. One of his

adult front teeth had been knocked out. Everyone knew that he hadn't really meant to do that.

Seth couldn't act calm anymore. He picked up his tooth and started to yell. "My tooth! Mom, help me!" he cried. Seth's mom was ready to help. It was rare that Seth needed her for anything.

Seth's mom rushed Seth to the dentist as he held his tooth. Seth cried the whole way. He was scared, too scared to worry about showing off.

They got to the dentist just in time to be able to put Seth's tooth back into his mouth. "Wow, Seth, you were brave," the dentist told him. Seth didn't say anything. He knew he hadn't been that brave. It was the first time that Seth didn't even want to show off.

The next day Seth and his mom went to the park as usual. But Seth didn't brag about his grown-up teeth. He didn't even jump off the swing. Instead, he played nicely with the other kids. "Showing off is so un-cool," he told his mom on the way home. She tried not to let Seth see her smile.

1. How old was Seth?

- A. Six.
- B. Seven.
- C. Eight.

2. What was Seth like?

- A. He thought he was better than other kids his age.
- B. He thought he was just like all the other kids his age.
- C. He only liked to play with kids who were older than he was.

- 3. What did Seth think about kids who were missing some of their front teeth?**
- A. He thought they were too young to play with.
 - B. He thought they looked silly, and he looked cool.
 - C. He thought they would have teeth like him some day.
- 4. Why did Seth think he was better than other kids his age at jumping off swings?**
- A. He had jumped off more times than the other kids.
 - B. Some of the other kids got dizzy, but he didn't.
 - C. He always landed on his feet, and they didn't.
- 5. Why did Seth think that having four adult front teeth made him special?**
- A. His smile looked better than other kids his age.
 - B. It made him feel like he was older than the other kids.
 - C. None of the other kids his age had four front teeth.
- 6. What happened right after Seth landed on his face?**
- A. He acted like he was fine and meant to land that way.
 - B. Everyone saw that there was blood coming from his mouth.
 - C. His mom walked over to him with an angry look on her face.
- 7. Why did Seth like it when there were a lot of people at the park?**
- A. There were more people for him to show off to.
 - B. More kids would try to jump off the swing like he did.
 - C. Some kids would try to jump off the swing and would get hurt.

- 8. What did Seth do when he knew that one of his adult front teeth had been knocked out?**
- A. He tried to be calm and act like it was no big deal.
 - B. He got very upset and asked his mom to help him.
 - C. He began to cry and didn't know what to do.
- 9. How did Seth act when he was at the dentist's office?**
- A. He acted like making the highest jump ever showed that he really was better than the other kids.
 - B. He cried a lot and wanted the dentist to fix his tooth so that he could show-off at the park again.
 - C. He was quiet because he knew he hadn't been brave and didn't have anything to show-off about.
- 10. What probably was the reason Seth landed on his face and broke a tooth?**
- A. He went higher than he should have to be able to land on his feet.
 - B. He was watching the crowd and forgot to jump at the right time.
 - C. He jumped too far and landed on the sidewalk instead of the sand.
- 11. How did Seth's mom feel when Seth made the swing go higher than ever?**
- A. She didn't worry because she had seen Seth jump before.
 - B. She was afraid for Seth but thought he should jump.
 - C. She began to worry and wanted him to stop.

12. What was Seth like at the end of the story?

- A.** With his tooth fixed he knew he was still better than the other kids, but he stopped jumping off the swing.
- B.** He stopped talking about how great he was and decided that showing off was not a good thing to do.
- C.** He decided to show off by making high jumps on the swing, but only when he was sure that he wouldn't get hurt.

THANK YOU!

Please make sure you have filled in all the answer bubbles completely before giving your test paper to your teacher.

AppendixG

Individually-Administered Measures, Grade 3 Sample, Assessor Copies

Assessor Copy**Form 1**

Student Name: _____

Date: _____

Word Reading Fluency

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I	but	cut	six	is	come	look	I'm	8
open	low	until	wall	down	better	world	week	16
hair	branch	less	passed	full	children	wife	another	24
amount	trails	isn't	waves	follow	once	matter	pole	32
cannot	taxes	clear	subject	size	guess	square	while	40
base	suddenly	English	cattle	ago	followed	landed	believe	48
serve	heavy	control	practice	fossil	reached	president	invade	56
printed	force	exciting	suppose	rise	uncle	mind	thick	64
chance	coast	fair	capital	human	special	lifted	governor	72
settled	understand	value	entered	electric	silent	course	spread	80
ten	will	don't	I'm	top	did	bill	name	88
men	small	better	farming	room	read	game	deep	96
income	those	child	lovable	any	money	cloud	subject	104
through	community	branches	pair	difference	ahead	equal	general	112
mulch	independent	confusion	compromise	brought	predict	direction	commercial	120
irrigate	observe	property	duty	science	adapt	opinion	divided	128
electric	shoulder	mind	terms	island	factories	value	tube	136
believe	movement	single	rise	protest	control	strange	heavy	144
early	taxes	string	rather	journal	while	second	compare	152
ground	trails	without	passed	hunting	herself	slowly	learn	160
express	question	branch	America	become	few	timeline	loud	168
every	inside	maybe	corner	watch	deep	week	income	176

Correct _____

Assessor Copy**Form 1****Passage Reading Fluency**

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

"This is a story about Min and Jeff. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "**Stop.**"

<u>Min</u> had moved to America from Japan. He had never been to a	13
basketball game until his friend <u>Jeff</u> invited him to one last week. He	26
thought it sounded like fun. Jeff said that it would be loud and that he could	42
get soda and nachos. Min had no idea what nachos were. He wanted to learn.	57
Jeff picked Min up half an hour before the game. They had good tickets in	72
the front row. When they arrived, the place was full. People were cheering on	86
the teams. After Jeff and Min found their seats, Jeff went to buy snacks. He	100
came back with two sodas, each one big enough for a family! The nachos were	115
corn chips covered in orange cheese and salsa. Min thought they looked gross,	128
but he liked how they tasted. He ate most of them!	140
Min did not know how he felt about the game. It was loud. It was also	156
violent. Players would crash against each other and Min thought they would	168
hurt each other. This upset Min, but all the players seemed to be all right.	183
Min told Jeff that he thought this was odd. His friend just smiled. Later,	197
after the game was over, Jeff and Min started to walk to the car. Jeff told	213
Min that he thought basketball was strange at first too. He said that he	227
thought Min might like baseball better and invited him to come watch a game.	241
They made plans for the next weekend. Min loved learning about all the new	255
sports and traditions in America.	260

Total Words Read: _____ - # of Errors: _____ = CWPM: _____

Passage Reading Fluency

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

"This is a story about Martin and Erik. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "**Stop.**"

<u>Martin</u> liked to play basketball in the city park after school. One day,	13
his friend <u>Erik</u> told him about a big trip he was planning. He was planning to go	30
on a hiking trip in the mountains. He wanted Martin to join him on the trip.	46
Martin's friend convinced him to go on the trip. Erik had been on many hikes	61
before, and he liked to tell Martin how much fun they were. Every Monday	75
last summer, Erik told stories. He told stories about his adventures hiking in	88
the mountains. He explained to Martin that he carried everything he needed	100
on his back. He carried the things in a huge backpack. It held food, a sleeping	116
bag, and a tent.	120
Martin loved to hear his friend's stories. But he never expected to go	133
hiking in the mountains himself. His parents were very busy. Martin told Erik	146
that he didn't think he would get to go hiking. Erik offered to lead a trip for	163
the kids at the park. Now it was time. Martin was standing in a parking lot. He	180
had a heavy pack on his back. His feet were stuffed into stiff new boots. He	196
followed as Erik led the group onto the trail. The group walked through a	210
shady area. They crossed a stream on a wooden bridge. The trail was steep,	224
and Martin began to breathe heavily. Then, he saw a lake. There was a	238
beautiful mountain above them. Martin sat down and smiled a huge smile.	250

Total Words Read: _____ - # of Errors: _____ = CWPM: _____

AppendixH

Individually-Administered Measures, Grade 3 Sample, Student Copies

Word Reading Fluency

I	but	cut	six	is	come	look	I'm
open	low	until	wall	down	better	world	week
hair	branch	less	passed	full	children	wife	another
amount	trails	isn't	waves	follow	once	matter	pole
cannot	taxes	clear	subject	size	guess	square	while
base	suddenly	English	cattle	ago	followed	landed	believe
serve	heavy	control	practice	fossil	reached	president	invade
printed	force	exciting	suppose	rise	uncle	mind	thick
chance	coast	fair	capital	human	special	lifted	governor
settled	understand	value	entered	electric	silent	course	spread
ten	will	don't	I'm	top	did	bill	name
men	small	better	farming	room	read	game	deep
income	those	child	lovable	any	money	cloud	subject
through	community	branches	pair	difference	ahead	equal	general
mulch	independent	confusion	compromise	brought	predict	direction	commercial
irrigate	observe	property	duty	science	adapt	opinion	divided
electric	shoulder	mind	terms	island	factories	value	tube
believe	movement	single	rise	protest	control	strange	heavy
early	taxes	string	rather	journal	while	second	compare
ground	trails	without	passed	hunting	herself	slowly	learn
express	question	branch	America	become	few	timeline	loud
every	inside	maybe	corner	watch	deep	week	income

Student Copy**Form 1**

Min had moved to America from Japan. He had never been to a basketball game until his friend Jeff invited him to one last week. He thought it sounded like fun. Jeff said that it would be loud and that he could get soda and nachos. Min had no idea what nachos were. He wanted to learn. Jeff picked Min up half an hour before the game. They had good tickets in the front row. When they arrived, the place was full. People were cheering on the teams. After Jeff and Min found their seats, Jeff went to buy snacks. He came back with two sodas, each one big enough for a family! The nachos were corn chips covered in orange cheese and salsa. Min thought they looked gross, but he liked how they tasted. He ate most of them!

Min did not know how he felt about the game. It was loud. It was also violent. Players would crash against each other and Min thought they would hurt each other. This upset Min, but all the players seemed to be all right. Min told Jeff that he thought this was odd. His friend just smiled. Later, after the game was over, Jeff and Min started to walk to the car. Jeff told Min that he thought basketball was strange at first too. He said that he thought Min might like baseball better and invited him to come watch a game. They made plans for the next weekend. Min loved learning about all the new sports and traditions in America.

Martin liked to play basketball in the city park after school. One day, his friend Erik told him about a big trip he was planning. He was planning to go on a hiking trip in the mountains. He wanted Martin to join him on the trip. Martin's friend convinced him to go on the trip. Erik had been on many hikes before, and he liked to tell Martin how much fun they were. Every Monday last summer, Erik told stories. He told stories about his adventures hiking in the mountains. He explained to Martin that he carried everything he needed on his back. He carried the things in a huge backpack. It held food, a sleeping bag, and a tent.

Martin loved to hear his friend's stories. But he never expected to go hiking in the mountains himself. His parents were very busy. Martin told Erik that he didn't think he would get to go hiking. Erik offered to lead a trip for the kids at the park. Now it was time. Martin was standing in a parking lot. He had a heavy pack on his back. His feet were stuffed into stiff new boots. He followed as Erik led the group onto the trail. The group walked through a shady area. They crossed a stream on a wooden bridge. The trail was steep, and Martin began to breathe heavily. Then, he saw a lake. There was a beautiful mountain above them. Martin sat down and smiled a huge smile.

Appendix I

Group-Administered Measures, Grade 3 Sample

GROUP 3 READING COMPREHENSION ACTIVITY

PART 1

INSTRUCTIONS: Please select the best answer for each question.

Item 35211_35215

Boats

There are many kinds of boats. Some boats move with the wind. Some boats move with the help of a motor. Others move along the water with the help of people.

Sailboats move with the wind. A person steers the boat. That person is called a sailor. The sailors set the sail and rudder so the boat moves smoothly.

Some boats move with a motor. These boats are called motorboats. People who catch fish use motorboats to reach deep water. Some motorboats are huge and carry cargo. They are called cargo boats.

Rowboats move with the help of people using oars. Oars are long sticks that drop into the water. The oars work like paddles, making the boat move.

Some boats are small, and some boats are big. Some boats move slowly, and others move quickly. All boats are alike in one way. They all move on water!

1. What moves sailboats?
 - a. Motors
 - b. Paddles
 - c. The wind

2. A rowboat moves with:
 - a. Oars
 - b. Cargo
 - c. Motor

3. Cargo boats have:
 - a. Sails
 - b. Motors
 - c. Oars

4. Rowboats move when:
 - a. People move the oars.
 - b. The sail fills with wind.
 - c. The motor pushes them.

5. Which is a fact?
 - a. Sailboats are best.
 - b. Cargo boats are too slow.
 - c. Boats move on water.

GROUP 3 READING COMPREHENSION ACTIVITY

Item 35391_35395

Mars

Mars is a planet in outer space. It is the fourth planet away from the sun. It is just past Earth.

Mars is named after a Roman god of war. It has a reddish color, so it is also called the "Red Planet."

Mars is about half the size of Earth. It has two moons. They are named Phobos and Deimos.

Scientists can study Mars more easily than other planets because it is the closest planet to Earth. Scientists want to know if Mars had water and living things on it in the past.

6. Mars is the ____ planet from the sun.
 - a. Fourth
 - b. Third
 - c. Fifth

7. Mars is ____ Earth.
 - a. larger than
 - b. smaller than
 - c. the same size as

8. The moons of Mars are named:
 - a. Phoebe and Dan
 - b. Phobos and Deimos
 - c. Phrase and Darek

9. It is easy to study Mars because it is:
 - a. Close to Earth.
 - b. Far from the sun.
 - c. Reddish colored.

10. Which is a fact?
 - a. Mars is a beautiful planet.
 - b. Studying Mars is interesting.
 - c. Mars is named after a Roman god.

GROUP 3 READING COMPREHENSION ACTIVITY

Item 35126_35130

Bella the Bus Driver

Bella is a bus driver. She works for a school. The bus she drives is big and yellow. Each morning at 6:00 Bella gets to school. She opens the bus and starts the engine. Then she picks up girls and boys and takes them to school.

One day Bella opens the bus and tries to start the engine. It won't start! Bella thinks fast. How can she get the boys and girls to school today? She calls the bus garage. She asks for a new bus. The new bus comes to the school, and Bella drives it away. She picks up all the boys and girls and gets them to school on time.

11. Who is Bella?
 - a. A schoolgirl.
 - b. A bus driver.
 - c. A school bus.

12. What does Bella do after she opens the bus?
 - a. Starts the engine.
 - b. Opens a window.
 - c. Reads a book.

13. Bella thinks fast when the:
 - a. Bus is opened.
 - b. Day is over.
 - c. Engine won't start.

14. What does Bella do when the bus does not start?
 - a. Calls the garage.
 - b. Calls her mom.
 - c. Goes back home.

15. What happens when the bus starts?
 - a. Bella picks up girls and boys.
 - b. Bella takes girls and boys home.
 - c. Bella drives the bus to the garage.

PART 2

Directions: Please read the story and then answer the questions that come after it.

Boring Weekends

Jimmy lived in an apartment in San Francisco, California. There were not many kids around. Jimmy often dreaded the weekends. He couldn't find anything to do. His parents were busy. They spent most their time cleaning, paying bills, and taking care of Jimmy's baby sister. She was only six months old. Last weekend, Jimmy was sick. He had a cold and did not get to do anything. He had to stay in bed and rest the entire time. It was so boring!

Jimmy was feeling better this weekend, but it was raining. He wanted to do something anyway. He was planning on going to the zoo with his friend Paul. There was a new panda that they wanted to see. It was from China and only two years old. It was supposed to be really cute. Unfortunately, Jimmy could not go now since it was raining. He would have to walk several miles, and the zoo was outside. He would get soaked! Because he was sick last weekend, Jimmy's mom said that going out in the rain was not an option. Jimmy was so bored. He couldn't even go to the park or play with his new bike. He was really starting to feel down.

Jimmy asked his mom if she had any ideas of what Jimmy could do for fun. She did! She suggested a game. They had many games to choose from: chess, dominoes, checkers, and some board games. This sounded like a good idea, but he did not know who he would play with. He asked his mom if she would play with him. She said that she would, but not right then. She had to cook dinner first. They could play after dinner. That was still three hours away. Jimmy went and found his favorite board game. He set it up on the table and put out two chairs. The set up only took five minutes. He was excited to play, but still wanted to find something to do in the meantime.

Jimmy found his dad and asked if he had time to play. He did not. When Jimmy found his father, he was sitting in front of a huge stack of bills. It was the end of the month, and he had to pay them all before the mail came the next day. After that, he had to shop for dinner. Jimmy told his dad that he was bored. He asked if he had any ideas of what he could do for fun. Jimmy's dad suggested talking on the phone with a friend. Jimmy knew that his best friend Ted was busy. He had ice hockey practice all day! His other friend was visiting his grandparents. Other than that, Jimmy did not know any one else's phone number. Feeling

GROUP 3 READING COMPREHENSION ACTIVITY

discouraged, Jimmy sat by the window and sighed heavily. He thought it was unfair that he couldn't have any fun!

He missed living in San Diego, California. There were lots of children in the neighborhood there that he could have over. They would have so much fun. All weekend they would play catch and go swimming. Plus, it hardly ever rained. He did not even own a jacket when they lived in Southern California!

Jimmy's dad saw his son sitting by the window. He quickly thought back to when he was a kid. He also grew up in an apartment, but in downtown New York. He remembered being so bored there when it rained and snowed. He remembered very well what it was like to want something fun to do but not to have any ideas. Jimmy's dad thought for a minute about what he used to do when he was bored. He used to like to color pictures for his family or play the drums in his room. Jimmy was different though. He would rather do something with a friend or a member of his family. This is why he liked games so much. He did not like to play alone when he had the choice.

Not knowing what to say, Jimmy's dad went over to him. He sat next to Jimmy and put his hand on Jimmy's shoulder. He let him know that he remembered how hard it was to be bored and to have nothing to do. He told him about living in New York and thinking it just was not fair that he had to spend the whole weekend inside. He told him that he knew his son worked hard during the week at school and liked to have fun when he could.

Jimmy was glad to hear that his dad understood. It made him feel like he was not alone. Jimmy then asked him if he had any ideas of something he could do. Jimmy told him about his plan to go to the zoo and how it did not work out. He also told him about the game after dinner with his mom. That would be great!

Just then, Jimmy's dad got an idea of something they could do together for fun this afternoon. He said that it would even help his mom out. Jimmy was curious. His dad suggested making a dessert together. He said that he already had to go to the store, and Jimmy could go with him. There they could pick up some ingredients for whatever Jimmy wanted to make. It could even be a surprise too for his mom and family.

Jimmy thought this sounded like a great idea! He was excited. He went straight to the kitchen and looked through the cookbooks. He was careful not to let his mom see what he was doing. He couldn't decide on a recipe. He thought the brownies, oatmeal cookies, and pecan pie all looked wonderful. If he made cookies or brownies, however, he could take some leftovers to school on Monday. That way, he could share with his friends. Then Jimmy saw the perfect recipe! It was for chocolate brownies with chopped walnuts and peanut butter chips. It sounded

GROUP 3 READING COMPREHENSION ACTIVITY

great! He started to make a shopping list for his trip to the store. He began to wonder how it would be a surprise for his mom if he was baking while she was cooking dinner. He went and asked his dad what they could do.

Jimmy's father sighed and admitted it was a problem. He suggested that they order pizza for dinner instead of mom having to cook. That way, it could remain a surprise, and she wouldn't have to do dishes. She would have even more time and energy for their game afterward. Jimmy thought it was a perfect plan! He had already forgotten that he was bored. He was so happy to be doing something to help his mom, to be spending time with his dad, and to get pizza and brownies for dinner! It was starting to shape up to be a great weekend.

- 1. What did Jimmy plan to do on the weekend?**
 - A. Watch a movie.
 - B. Go to the zoo.
 - C. Play games.

- 2. What did Jimmy's dad suggest to get the mother out of the kitchen?**
 - A. Eat leftovers from the day before.
 - B. Take the mother out to eat.
 - C. Order something to eat in.

- 3. What was the first idea Jimmy's dad suggested to him?**
 - A. Call a friend.
 - B. Be patient and wait.
 - C. Play a one-person game.

- 4. What idea did Jimmy's dad come up with to help him?**
 - A. A way for Jimmy to have fun by himself.
 - B. An idea for something they could do together.
 - C. An idea for something Jimmy could do next weekend.

- 5. What did Jimmy have trouble deciding?**
 - A. What recipe to use.
 - B. What game to play.
 - C. What to eat for dinner.

GROUP 3 READING COMPREHENSION ACTIVITY

- 6. How did Jimmy's dad show that he understood how Jimmy felt?**
- A. He said that Jimmy was a smart kid and would think of something to do that was fun.
 - B. He said that the rain might stop soon, and then Jimmy could go out with his friends.
 - C. He said that Jimmy works hard at school all week and should have fun on the weekend.
- 7. How did Jimmy like to play?**
- A. He liked to do things all by himself.
 - B. It didn't matter if he played alone or with others.
 - C. He liked to do things with other people.
- 8. What kept Jimmy from his plans for the weekend?**
- A. He was sick.
 - B. It was raining.
 - C. He would have to walk.
- 9. Why was the mother's offer to play a game with Jimmy still a problem?**
- A. He had to wait for her to cook dinner first.
 - B. It only took five minutes to set up the game.
 - C. She might change her mind by the time dinner was done.
- 10. What will Jimmy probably do on the next rainy day weekend?**
- A. Complain that he is bored and ask his parents to play a game.
 - B. Get just as bored as always and wait for his friends to call.
 - C. Remember there are many different ways to cure boredom.
- 11. What was a reason for Jimmy thinking it would be a good idea to make brownies?**
- A. He could take the leftovers to school to share.
 - B. It was the only recipe that he could find.
 - C. His family always loved to eat brownies.

GROUP 3 READING COMPREHENSION ACTIVITY

12. What last-minute problem came up?

- A. Jimmy couldn't keep his dessert a surprise if his mom was cooking in the kitchen.
- B. Jimmy's mom wouldn't be able to get dinner done on time if Jimmy was in the kitchen.
- C. Jimmy's dad forgot to buy some of the cooking ingredients that Jimmy needed.

13. What was Jimmy's father like?

- A. He cared about Jimmy but didn't have the time to help.
- B. He cared about how his son felt and wanted to help.
- C. He only thought about all the bills he had to pay.

14. How did Jimmy feel when he and his dad talked about being bored?

- A. He felt he still might be able to go to the zoo later that day.
- B. He felt his dad knew that it was not good to be bored.
- C. He felt his dad understood what he was feeling.

15. How did the story end?

- A. Jimmy was hopeful that the day wasn't going to be boring.
- B. Jimmy started to bake brownies, and his dad ordered pizza.
- C. Jimmy asked his dad to help find a way to surprise his mother.

16. What was the story mostly about?

- A. How a boy dealt with a boring rainy day all on his own.
- B. How a bored boy found something to do on a rainy day.
- C. How parents should help plan for things to do on rainy days.

17. What did the dad think about when he saw Jimmy sitting by the window looking bored?

- A. Jimmy had friends that he could do something with.
- B. He wished Jimmy could think of something to do.
- C. He also had felt bored when he was young.

GROUP 3 READING COMPREHENSION ACTIVITY

- 18. What did Jimmy miss about Southern California?**
- A. He knew all of his friends' telephone numbers in San Diego.
 - B. He left a good friend there when he moved to San Francisco.
 - C. He could play outside on weekends because it hardly ever rained.
- 19. What did Jimmy do right after he decided what he was going to bake?**
- A. He started making a shopping list.
 - B. He wondered if he could surprise his mom.
 - C. He started to chop walnuts for the brownies.
- 20. What was Jimmy's mother like?**
- A. She felt that a busy mother didn't have time to play games.
 - B. She cared about how Jimmy felt and tried to help him.
 - C. She was willing to help Jimmy but not on a weekend.

THANK YOU!

Please make sure you have filled in all the answer bubbles completely before giving your test paper to your teacher.

Appendix J

Individually-Administered Measures, Grade 4 Sample, Assessor Copies

Assessor Copy**Form 1**

Student Name: _____

Date: _____

Word Reading Fluency

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I	but	cut	six	is	come	look	I'm	8
open	low	until	wall	down	better	world	week	16
hair	branch	less	passed	full	children	wife	another	24
amount	trails	isn't	waves	follow	once	matter	pole	32
cannot	taxes	clear	subject	size	guess	square	while	40
base	suddenly	English	cattle	ago	followed	landed	believe	48
serve	heavy	control	practice	fossil	reached	president	invade	56
printed	force	exciting	suppose	rise	uncle	mind	thick	64
chance	coast	fair	capital	human	special	lifted	governor	72
settled	understand	value	entered	electric	silent	course	spread	80
ten	will	don't	I'm	top	did	bill	name	88
men	small	better	farming	room	read	game	deep	96
income	those	child	lovable	any	money	cloud	subject	104
through	community	branches	pair	difference	ahead	equal	general	112
mulch	independent	confusion	compromise	brought	predict	direction	commercial	120
irrigate	observe	property	duty	science	adapt	opinion	divided	128
electric	shoulder	mind	terms	island	factories	value	tube	136
believe	movement	single	rise	protest	control	strange	heavy	144
early	taxes	string	rather	journal	while	second	compare	152
ground	trails	without	passed	hunting	herself	slowly	learn	160
express	question	branch	America	become	few	timeline	loud	168
every	inside	maybe	corner	watch	deep	week	income	176

Correct _____

Assessor Copy**Form 1****Passage Reading Fluency**

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

"This is a story about Katie and Mrs. Winter. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "**Stop.**"

<u>Katie</u> is writing a poem. She wants to give it to her mom as a	15
birthday present. She wants to read it to her out loud at her mom's	29
birthday party. Katie knows this means other people will be around. This	41
makes Katie nervous, but she knows her mom will love a poem. She wants	55
it to be perfect and asks her teacher to help her out. Her teacher, <u>Mrs.</u>	70
<u>Winter</u> , says she would be happy to help. Katie meets with Mrs. Winter	83
after school. Her teacher asks Katie what she wants to show in the poem.	97
Katie knows she wants to tell her mom how much she loves her, she wants	112
to thank her, and she wants to make her laugh. Mrs. Winter is touched.	126
She gives Katie some examples of poems and a silent space to write. Katie	140
sits for several minutes thinking of how to start. It is not easy!	153
Mrs. Winter says that she should just start writing and worry about	165
making it look right later. She asks if there is one word that comes to	180
mind when Katie thinks of her mom. Katie thinks about this a few	193
minutes. Then she starts to write. After she is done, she shows the poem	207
to Mrs. Winter. Her teacher tells her it is a great poem! On her mom's	222
birthday Katie is ready to read her poem. Her mom opens her last	235
present, a scarf from her aunt. Katie stands up and says that she has a	250
poem for her mom. She says it is called 'My mom, my hero'. Right away,	265
the smile on her mom's face lets Katie know her gift is a good one!	280

Total Words Read: _____ - # of Errors: _____ = CWPM: _____

Passage Reading Fluency

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

"This is a story about David and Tom. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "**Stop.**"

<u>David</u> wants to be a popular school president this year. He knows he	13
can make the school better. He can assist in many ways. He wants to get	28
brand new basketball equipment and paint the gym bright yellow. He also	40
wants to get ice cream added to the lunch menu every day! He even	54
thinks he can convince the teachers to institute longer breaks and	65
weekends. He knows all of the other students will enjoy these ideas.	77
David knows he has to get other students excited enough to vote	89
for him in the upcoming election. He makes colorful posters and hangs	101
them around the school. He encourages his friends to tell others to vote	114
for him. He even passes around election buttons! David is very excited	126
because things are going extremely well. Then, after school on Tuesday,	137
he hears some news that makes him nervous. He has to make a speech to	152
the entire school on Friday! The last speech he gave was in history class,	166
and he was so scared that he almost didn't finish. David starts to think	180
about dropping out of the race. Just then, his friend <u>Tom</u> tells him that	194
he should not. He shares that he used to be nervous about making	207
speeches too. He says that everyone is, but that it is worth it! David	221
knows Tom is right. He knows that he wants to be president and	234
sometimes things that are worth it are really hard! He knows he will need	248
to prepare and make sure he is confident that his speech is powerful.	261

Total Words Read: _____ - # of Errors: _____ = CWPM: _____

AppendixK

Individually-Administered Measures, Grade 4 Sample, Student Copies

Word Reading Fluency

I	but	cut	six	is	come	look	I'm
open	low	until	wall	down	better	world	week
hair	branch	less	passed	full	children	wife	another
amount	trails	isn't	waves	follow	once	matter	pole
cannot	taxes	clear	subject	size	guess	square	while
base	suddenly	English	cattle	ago	followed	landed	believe
serve	heavy	control	practice	fossil	reached	president	invade
printed	force	exciting	suppose	rise	uncle	mind	thick
chance	coast	fair	capital	human	special	lifted	governor
settled	understand	value	entered	electric	silent	course	spread
ten	will	don't	I'm	top	did	bill	name
men	small	better	farming	room	read	game	deep
income	those	child	lovable	any	money	cloud	subject
through	community	branches	pair	difference	ahead	equal	general
mulch	independent	confusion	compromise	brought	predict	direction	commercial
irrigate	observe	property	duty	science	adapt	opinion	divided
electric	shoulder	mind	terms	island	factories	value	tube
believe	movement	single	rise	protest	control	strange	heavy
early	taxes	string	rather	journal	while	second	compare
ground	trails	without	passed	hunting	herself	slowly	learn
express	question	branch	America	become	few	timeline	loud
every	inside	maybe	corner	watch	deep	week	income

Katie is writing a poem. She wants to give it to her mom as a birthday present. She wants to read it to her out loud at her mom's birthday party. Katie knows this means other people will be around. This makes Katie nervous, but she knows her mom will love a poem. She wants it to be perfect and asks her teacher to help her out. Her teacher, Mrs. Winter, says she would be happy to help. Katie meets with Mrs. Winter after school. Her teacher asks Katie what she wants to show in the poem. Katie knows she wants to tell her mom how much she loves her, she wants to thank her, and she wants to make her laugh. Mrs. Winter is touched. She gives Katie some examples of poems and a silent space to write. Katie sits for several minutes thinking of how to start. It is not easy!

Mrs. Winter says that she should just start writing and worry about making it look right later. She asks if there is one word that comes to mind when Katie thinks of her mom. Katie thinks about this a few minutes. Then she starts to write. After she is done, she shows the poem to Mrs. Winter. Her teacher tells her it is a great poem! On her mom's birthday Katie is ready to read her poem. Her mom opens her last present, a scarf from her aunt. Katie stands up and says that she has a poem for her mom. She says it is called 'My mom, my hero'. Right away, the smile on her mom's face lets Katie know her gift is a good one!

Student Copy**Form 2**

David wants to be a popular school president this year. He knows he can make the school better. He can assist in many ways. He wants to get brand new basketball equipment and paint the gym bright yellow. He also wants to get ice cream added to the lunch menu every day! He even thinks he can convince the teachers to institute longer breaks and weekends. He knows all of the other students will enjoy these ideas.

David knows he has to get other students excited enough to vote for him in the upcoming election. He makes colorful posters and hangs them around the school. He encourages his friends to tell others to vote for him. He even passes around election buttons! David is very excited because things are going extremely well. Then, after school on Tuesday, he hears some news that makes him nervous. He has to make a speech to the entire school on Friday! The last speech he gave was in history class, and he was so scared that he almost didn't finish. David starts to think about dropping out of the race. Just then, his friend Tom tells him that he should not. He shares that he used to be nervous about making speeches too. He says that everyone is, but that it is worth it! David knows Tom is right. He knows that he wants to be president and sometimes things that are worth it are really hard! He knows he will need to prepare and make sure he is confident that his speech is powerful.

AppendixL

Group-Administered Measures, Grade 4 Sample

GROUP 4 READING COMPREHENSION ACTIVITY

PART 1

INSTRUCTIONS: Please select the best answer for each question.

Item 35211_35215

Boats

There are many kinds of boats. Some boats move with the wind. Some boats move with the help of a motor. Others move along the water with the help of people.

Sailboats move with the wind. A person steers the boat. That person is called a sailor. The sailors set the sail and rudder so the boat moves smoothly.

Some boats move with a motor. These boats are called motorboats. People who catch fish use motorboats to reach deep water. Some motorboats are huge and carry cargo. They are called cargo boats.

Rowboats move with the help of people using oars. Oars are long sticks that drop into the water. The oars work like paddles, making the boat move.

Some boats are small, and some boats are big. Some boats move slowly, and others move quickly. All boats are alike in one way. They all move on water!

1. What moves sailboats?
 - a. Motors
 - b. Paddles
 - c. The wind

2. A rowboat moves with:
 - a. Oars
 - b. Cargo
 - c. Motor

3. Cargo boats have:
 - a. Sails
 - b. Motors
 - c. Oars

4. Rowboats move when:
 - a. People move the oars.
 - b. The sail fills with wind.
 - c. The motor pushes them.

5. Which is a fact?
 - a. Sailboats are best.
 - b. Cargo boats are too slow.
 - c. Boats move on water.

GROUP 4 READING COMPREHENSION ACTIVITY

Item 35391_35395

Mars

Mars is a planet in outer space. It is the fourth planet away from the sun. It is just past Earth.

Mars is named after a Roman god of war. It has a reddish color, so it is also called the "Red Planet."

Mars is about half the size of Earth. It has two moons. They are named Phobos and Deimos.

Scientists can study Mars more easily than other planets because it is the closest planet to Earth. Scientists want to know if Mars had water and living things on it in the past.

6. Mars is the ____ planet from the sun.
 - a. Fourth
 - b. Third
 - c. Fifth

7. Mars is ____ Earth.
 - a. larger than
 - b. smaller than
 - c. the same size as

8. The moons of Mars are named:
 - a. Phoebe and Dan
 - b. Phobos and Deimos
 - c. Phrase and Darek

9. It is easy to study Mars because it is:
 - a. Close to Earth.
 - b. Far from the sun.
 - c. Reddish colored.

10. Which is a fact?
 - a. Mars is a beautiful planet.
 - b. Studying Mars is interesting.
 - c. Mars is named after a Roman god.

GROUP 4 READING COMPREHENSION ACTIVITY

Item 35126_35130

Bella the Bus Driver

Bella is a bus driver. She works for a school. The bus she drives is big and yellow. Each morning at 6:00 Bella gets to school. She opens the bus and starts the engine. Then she picks up girls and boys and takes them to school.

One day Bella opens the bus and tries to start the engine. It won't start! Bella thinks fast. How can she get the boys and girls to school today? She calls the bus garage. She asks for a new bus. The new bus comes to the school, and Bella drives it away. She picks up all the boys and girls and gets them to school on time.

11. Who is Bella?
 - a. A schoolgirl.
 - b. A bus driver.
 - c. A school bus.

12. What does Bella do after she opens the bus?
 - a. Starts the engine.
 - b. Opens a window.
 - c. Reads a book.

13. Bella thinks fast when the:
 - a. Bus is opened.
 - b. Day is over.
 - c. Engine won't start.

14. What does Bella do when the bus does not start?
 - a. Calls the garage.
 - b. Calls her mom.
 - c. Goes back home.

15. What happens when the bus starts?
 - a. Bella picks up girls and boys.
 - b. Bella takes girls and boys home.
 - c. Bella drives the bus to the garage.

Part 2

Directions: Please read the story and then answer the questions that come after it.

A Special Gift

Jose loved sports and games of all kinds. He liked basketball, soccer, catch, and even chess. He liked to play with his friends. He especially liked to play soccer with his dad because he thought his dad was the best soccer player in the world. He could do many tricks. Jose's favorite was when his dad hit the ball with his head. Jose had never seen anyone get the ball away from his dad. He was a really great player!

Ever since Jose was little, he could not wait until he was old enough to join the school soccer team. His dad had played in school when he was younger. He had told him many stories about what it was like. He told Jose about practicing with friends and playing in games. Jose's dad said that his favorite game was the first one he lost. He said that it taught him how hard he would have to work. After that, he really began to focus, but also never forgot that it was only a game.

One day, Jose heard that sign ups for soccer tryouts at his school were about to take place. They would last one week. Practice would be right after school for two hours every day. Jose was confident that he was good enough to make the team. Over the years he had played with lots of other kids at the park. He had always done well and knew his dad had taught him well. As soon as he heard about the tryouts, he hurried to the school office to see if there was any paperwork his parents would need to fill out.

As soon as he got to the office, Jose had a terrible shock. He discovered that if he made the team, he would have to bring \$200 to pay for team travel and uniforms. Jose would also need to get new shoes because his were pretty old. They were a year old and Jose's feet were growing fast. The woman at the office told him that new shoes cost about \$65. When Jose heard about all the expenses involved, he felt his stomach sink.

Just the month before, his dad had lost his job. Ever since then, money had been tight. They had talked about it as a family. They had come to the conclusion that everyone would have to give up something. Both Jose and his sister only got two new shirts and one pair of shoes for school this year. Normally, they were able to get much more. His little brother had to skip his camping trip with his Cub Scout group. His mom asked for more hours at her work. Now, she stayed late every

GROUP 4 READING COMPREHENSION ACTIVITY

Wednesday. His dad was looking for a job every day. He reassured his family that the situation could not last long.

Jose did not know if he should ask his dad for the money. He decided to try out for the team in secret. He didn't want his dad to feel pressured by the thought of extra expenses. Instead, Jose decided that he would decide if he should ask for the money only if he made the team.

Jose went to the tryouts every day for a week and had so much fun! He met lots of new friends who loved soccer almost as much as he did. He also learned all sorts of new tricks. He even taught the other kids a few. On the last day of tryouts, the coach thanked everyone for participating in the week of tryouts. He read the new team list. Jose's name was third! He was so excited that he started jumping up and down and thinking about all the good times ahead. The coach smiled and announced that his uniform would be number 28, his lucky number! Jose grinned, thinking about how perfectly everything was working out.

Then, he felt his joy crash around him. The coach reminded all the children to bring their money next week so they could order the new uniforms. Right then, Jose remembered his problem. He knew that the fateful time had come to decide whether or not to ask his parents for the money. Secretly, he had been hoping that his father would get a job during the week of tryouts, but that had not happened. Money was still tight at home. Jose realized that they might not be able to pay for soccer this year.

As Jose walked home, he thought long and hard about what to do. He knew his father would be proud of him for making the team. He knew that hearing such good news would brighten his day. At the same time, he also knew that asking for over \$200 was risky.

If he did ask, Jose wondered if he would be putting his dad in a place where he would have to say no. He knew his dad was already troubled by being out of work, and he didn't want to make matters worse for him. He also did not want his dad to say yes and worry even more about money. Jose thought about ways he could earn the money himself. He knew, however, that with school, homework, and practice everyday after school, he would not have time for a job. As Jose got closer to his house, he came to the sad conclusion that he should probably just wait until next year to play.

When Jose got home, he shuffled straight to his room and shut his door. His dad must have heard him, though, because he barged right in. He barely waited after knocking on the door to come in and tell his son how excited he was for him. He told his son that he knew he would play soccer some day! He said that he had

GROUP 4 READING COMPREHENSION ACTIVITY

known it would happen since he was a tiny baby. He was just so happy that today was that day. Jose felt his father's pride and love wash over him like a wave. He wanted to be excited too, but he was really confused. How had his dad found out about the soccer tryouts? How long had he known? Did he realize they would have to pay to participate on the team?

He stood there silently with a hundred different thoughts spinning in his head. Confused, his father asked him what was wrong. Why wasn't he jumping around and excited too? Jose told him. He explained the whole situation. He told his father about the money, the shoes, trying out in secret, and about finally deciding not to tell him that he had made the team. Jose's dad listened intently. When Jose finished, his dad just hugged him.

When he finally let go, he told him that he had known all along that his son was trying out and that he also knew about the money. He said that the coach had called all the parents the first day of practice to make sure that they knew their children were there and interested in participating.

More specifically, when he called Jose's house, the coach also wanted to tell them that Jose was a natural! Jose's dad said that at first he was surprised and even a little angry that Jose had not told him about tryouts. However, when the coach told him about the dues, he knew why his son had chosen to remain silent. Jose's father also said that at first he did not think he would be able to help his son with the money. He said that he thought about it for two days and then decided to call the coach and tell him that he would not be able to afford soccer this year. At the sound of these words, Jose's heart dropped.

His dad kept talking though. He went on to say that the coach informed him that each year they were able to offer two students scholarships. They would cover the \$200. He said that he was hoping to offer one to Jose. At that point in his story, Jose's dad paused, waiting for his son to express his happiness at the marvelous news.

Instead, Jose swallowed nervously and, in a quavering voice, told his father about the shoes. Almost before the words were out of his mouth, Jose's dad stood up and left the room. Jose felt like crying, but he held back his tears of disappointment.

Suddenly, his dad came back with an enormous smile, balancing a big box in his hands. Right away, Jose began to scream, overwhelmed with excitement. His dad had already bought him shoes! He had made the team! His dues were paid! There were no other roadblocks left. He was going to play soccer after all. Right away he put on his shoes and ran to get his ball. He knew he would not forget for a

GROUP 4 READING COMPREHENSION ACTIVITY

moment how fortunate he was to have a generous coach and a father who worked so hard to help his dreams come true.

1. How did Jose learn to play soccer?

- A. He was on the school team.
- B. He learned from his dad.
- C. He learned from friends

2. What sports did Jose like to play?

- A. He liked all kinds of sports, especially soccer.
- B. He watched all sports, but only played soccer.
- C. He liked to play soccer, but only with his dad.

3. What was the first soccer problem Jose had?

- A. He found out he probably wasn't good enough to make the team.
- B. His parents had to fill out paper work at the school office.
- C. He found out that he had to pay \$200 to be on the team.

4. What was Jose probably thinking when he signed up to try out for the soccer team?

- A. He was sure he would never have the money to pay, so he would try out just for the fun of it.
- B. He would probably make the team and hoped that by then his father would have a job.
- C. He would be a great soccer star some day, and he needed this chance to get started.

5. Where was Jose's name on the list of players selected to be on the team?

- A. Low on the list.
- B. High on the list.
- C. Middle on the list.

6. What decision did Jose make after he thought about ways to get money for soccer?

- A. He should find a way to get the money he needed.
- B. He should talk to his dad and see what happens.
- C. He should probably wait until next year to play.

GROUP 4 READING COMPREHENSION ACTIVITY

- 7. What feeling did Jose get from his father when they were talking about playing on the soccer team?**
- A. His father was proud of what Jose had done and loved him very much.
 - B. His father wanted to hug him and get mad at him at the same time.
 - C. His father was happy that he got on the team but not happy about how he did it.
- 8. What did the coach tell Jose's father about Jose's soccer playing?**
- A. Jose was able to play very well.
 - B. Jose knew a lot of soccer tricks.
 - C. Jose was a natural soccer player.
- 9. Why did Jose get nervous and his voice begin to shake when he told his father about needing shoes?**
- A. He wanted to cry because he was so tired out from all the excitement of the day.
 - B. He thought that it would mean the end of his soccer, and it made him want to cry.
 - C. He was so happy and excited about receiving the \$200 award that he wanted to cry.
- 10. What was the biggest concern Jose had after he made the soccer team?**
- A. His father would feel sad if he couldn't give Jose the money and sad if he did give Jose the money.
 - B. He dad was going to be upset because Jose had never told him that was trying out for the team.
 - C. He was going to have to start looking for a job so that he could earn the money that he needed.
- 11. What was Jose's big surprise at the end of the story?**
- A. His father had already bought him new shoes.
 - B. His father had found a job and now had money.
 - C. He was going to be able to play soccer after all.

GROUP 4 READING COMPREHENSION ACTIVITY

- 12. What was the second soccer problem Jose had?**
- A. He needed to pay for team travel and uniforms.
 - B. His soccer shoes were too old and small to wear.
 - C. He had to pay extra money to the woman at the office.
- 13. What was Jose like?**
- A. He was not willing to wait when it came to something that he wanted to do.
 - B. He didn't understand why he had to suffer because of family money problems.
 - C. He was understanding of his family's money problems and did his best to help.
- 14. How did Jose's father know that Jose was trying out for the soccer team?**
- A. Jose decided he needed to tell him about it before things went too far.
 - B. The coach called him the first day of practice to make sure it was okay.
 - C. His father was able to figure it out because he had been a soccer player too.
- 15. What happened right after Jose got uniform number 28, and he thought everything was going great?**
- A. He started jumping up and down and thinking about all the good times he was going to have.
 - B. He remembered that he had to face his problem of whether to tell his dad that he needed money.
 - C. He suddenly felt no joy at all because the coach said they had to order uniforms the next week.
- 16. What was Jose's father like?**
- A. He was too interested in other things to take care of Jose.
 - B. He let Jose go on his own and do what he wanted.
 - C. He took an interest in everything that Jose did.

GROUP 4 READING COMPREHENSION ACTIVITY

- 17. What was Jose's biggest hope during the week of the tryouts?**
- A. His dad would get a job.
 - B. He would make the team.
 - C. He would meet new friends.
- 18. What was the main problem in the story?**
- A. Jose's family had spent all their money on other things besides soccer.
 - B. Jose's father didn't have a job so there was no money for soccer.
 - C. Jose tried out for the soccer team even though he shouldn't have.
- 19. What was Jose probably thinking when his dad left the room after Jose told him about the shoes?**
- A. His dad went to call the coach to find out if there was any more money that could be awarded to Jose.
 - B. His dad was going to think about what needed to be done, and then he would come back and talk.
 - C. Now he wouldn't be on the team because he hadn't told his dad earlier about needing new shoes.
- 20. What was the main reason Jose was so confused when his father talked with him about playing soccer on the team?**
- A. His father acted like there was no problem with Jose being able to play on the soccer team.
 - B. His father said that he always knew Jose would become a soccer player, and now he was.
 - C. He thought he had kept everything about the tryouts a secret, but his dad knew everything.

THANK YOU!

Please make sure you have filled in all the answer bubbles completely before giving your test paper to your teacher.

AppendixM

Individually-Administered Measures, Grade 5 Sample, Assessor Copies

Assessor Copy**Form 1**

Student Name: _____

Date: _____

Word Reading Fluency

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I	but	cut	six	is	come	look	I'm	8
open	low	until	wall	down	better	world	week	16
hair	branch	less	passed	full	children	wife	another	24
amount	trails	isn't	waves	follow	once	matter	pole	32
cannot	taxes	clear	subject	size	guess	square	while	40
base	suddenly	English	cattle	ago	followed	landed	believe	48
serve	heavy	control	practice	fossil	reached	president	invade	56
printed	force	exciting	suppose	rise	uncle	mind	thick	64
chance	coast	fair	capital	human	special	lifted	governor	72
settled	understand	value	entered	electric	silent	course	spread	80
ten	will	don't	I'm	top	did	bill	name	88
men	small	better	farming	room	read	game	deep	96
income	those	child	lovable	any	money	cloud	subject	104
through	community	branches	pair	difference	ahead	equal	general	112
mulch	independent	confusion	compromise	brought	predict	direction	commercial	120
irrigate	observe	property	duty	science	adapt	opinion	divided	128
electric	shoulder	mind	terms	island	factories	value	tube	136
believe	movement	single	rise	protest	control	strange	heavy	144
early	taxes	string	rather	journal	while	second	compare	152
ground	trails	without	passed	hunting	herself	slowly	learn	160
express	question	branch	America	become	few	timeline	loud	168
every	inside	maybe	corner	watch	deep	week	income	176

Correct _____

Assessor Copy**Form 1****Passage Reading Fluency**

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

“This is a story about Ashley and Sophia. I want you to read this story to me. You’ll have 1 minute to read as much as you can. When I say “begin,” start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin.”

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say **“Stop.”**

It was a sunny Wednesday afternoon and <u>Ashley</u> was finished with school.	12
She couldn't wait to go home, so she could sit outside and read her book. When she	29
got home, the first thing she did was open the refrigerator and pour herself a glass	45
of milk. Then she went to the cupboard and pulled out a plate of freshly baked	61
chocolate chip cookies. She put three cookies on a napkin and took her snack	75
outside.	76
Ashley loved being outside. It was a pleasant, sunny day, and she was looking	90
forward to relaxing and reading her book. She picked up one of her cookies and	105
took a big, delicious bite. Suddenly, she felt a sharp pain shooting through her	119
mouth! She held her hand to her cheek, thinking that might make it feel better,	134
and after a minute, it was gone. Ashley took another bite of her cookie, and again,	150
she felt an intense pain in her mouth. She quickly put the cookie down and ran	166
inside to call her friend <u>Sophia</u> for advice.	174
Sophia thought that the pain was probably a toothache. She asked Ashley if	187
she had been brushing her teeth lately. Ashley couldn't remember the last time she	201
had brushed her teeth. Sophia told her that if she wanted her teeth to be healthy	217
and strong, she should brush them every morning and every night. Ashley went	230
straight to the bathroom and started brushing her teeth. She made a promise to	244
herself to always brush her teeth in the future.	253

Total Words Read: _____ - # of Errors: _____ = CWPM: _____

Passage Reading Fluency

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

“This is a story about Rebecca, Mr. Lee, and Jorge. I want you to read this story to me. You’ll have 1 minute to read as much as you can. When I say “begin,” start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin.”

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say **“Stop.”**

<u>Rebecca</u> loved to sing. Someday, she wanted to be a professional singer and	13
perform in concerts all over the world. One day at school, Rebecca’s teacher,	26
<u>Mr. Lee</u> , announced that there would be a talent show. He said that anyone could	41
participate. Rebecca was excited. This would be a chance for her to practice	54
performing in front of people.	59
Rebecca decided to sing a popular song that she had heard on the radio. She	74
practiced in front of her mom, her sister, and her best friend <u>Jorge</u> . Each time she	90
practiced, she thought the song sounded a little bit better. She felt very confident	104
about the talent show.	108
When the day of the talent show arrived, Rebecca was nervous. Even though	121
she felt ready, singing in front of a huge audience was different from singing in	136
front of her friends and family. Rebecca stood backstage and watched the other	149
performers until it was her turn. Then, she walked onto the stage, stood in front of	165
the microphone, and waited for her music to start. But all she heard was silence.	180
Rebecca looked at the boy in charge of the music and saw that he looked confused.	196
He was having a problem with the recording. Rebecca panicked. There was no way	210
she could sing her song without the music. But then, Jorge came onto the stage and	226
started playing Rebecca’s song on the piano. Rebecca sang along with him, and the	240
song sounded better than ever. Jorge had saved the day!	250

Total Words Read: _____ - # of Errors: _____ = CWPM: _____

AppendixN

Individually-Administered Measures, Grade 5 Sample, Student Copies

Word Reading Fluency

I	but	cut	six	is	come	look	I'm
open	low	until	wall	down	better	world	week
hair	branch	less	passed	full	children	wife	another
amount	trails	isn't	waves	follow	once	matter	pole
cannot	taxes	clear	subject	size	guess	square	while
base	suddenly	English	cattle	ago	followed	landed	believe
serve	heavy	control	practice	fossil	reached	president	invade
printed	force	exciting	suppose	rise	uncle	mind	thick
chance	coast	fair	capital	human	special	lifted	governor
settled	understand	value	entered	electric	silent	course	spread
ten	will	don't	I'm	top	did	bill	name
men	small	better	farming	room	read	game	deep
income	those	child	lovable	any	money	cloud	subject
through	community	branches	pair	difference	ahead	equal	general
mulch	independent	confusion	compromise	brought	predict	direction	commercial
irrigate	observe	property	duty	science	adapt	opinion	divided
electric	shoulder	mind	terms	island	factories	value	tube
believe	movement	single	rise	protest	control	strange	heavy
early	taxes	string	rather	journal	while	second	compare
ground	trails	without	passed	hunting	herself	slowly	learn
express	question	branch	America	become	few	timeline	loud
every	inside	maybe	corner	watch	deep	week	income

It was a sunny Wednesday afternoon, and Ashley was finished with school. She couldn't wait to go home, so she could sit outside and read her book. When she got home, the first thing she did was open the refrigerator and pour herself a glass of milk. Then she went to the cupboard and pulled out a plate of freshly baked chocolate chip cookies. She put three cookies on a napkin and took her snack outside.

Ashley loved being outside. It was a pleasant, sunny day, and she was looking forward to relaxing and reading her book. She picked up one of her cookies and took a big, delicious bite. Suddenly, she felt a sharp pain shooting through her mouth! She held her hand to her cheek, thinking that might make it feel better, and after a minute, it was gone. Ashley took another bite of her cookie, and again she felt an intense pain in her mouth. She quickly put the cookie down and ran inside to call her friend Sophia for advice.

Sophia thought that the pain was probably a toothache. She asked Ashley if she had been brushing her teeth lately. Ashley couldn't remember the last time she had brushed her teeth. Sophia told her that if she wanted her teeth to be healthy and strong, she should brush them every morning and every night. Ashley went straight to the bathroom and started brushing her teeth. She made a promise to herself to always brush her teeth in the future.

Student Copy**Form 2**

Rebecca loved to sing. Someday, she wanted to be a professional singer and perform in concerts all over the world. One day at school, Rebecca's teacher, Mr. Lee, announced that there would be a talent show. He said that anyone could participate. Rebecca was excited. This would be a chance for her to practice performing in front of people.

Rebecca decided to sing a popular song that she had heard on the radio. She practiced in front of her mom, her sister, and her best friend Jorge. Each time she practiced, she thought the song sounded a little bit better. She felt very confident about the talent show.

When the day of the talent show arrived, Rebecca was nervous. Even though she felt ready, singing in front of a huge audience was different from singing in front of her friends and family. Rebecca stood backstage and watched the other performers until it was her turn. Then, she walked onto the stage, stood in front of the microphone, and waited for her music to start. But all she heard was silence. Rebecca looked at the boy in charge of the music and saw that he looked confused. He was having a problem with the recording. Rebecca panicked. There was no way she could sing her song without the music. But then, Jorge came onto the stage and started playing Rebecca's song on the piano. Rebecca sang along with him, and the song sounded better than ever. Jorge had saved the day!

Appendix O

Group-Administered Measures, Grade 5 Sample

GROUP 5 READING COMPREHENSION ACTIVITY

PART 1

INSTRUCTIONS: Please select the best answer for each question.

Item 45621_45625

Seat Belts

Have you ever wondered why it is so important to wear a seat belt when you're riding in the car? It's because seat belts can save lives. Each year, 40,000 people die in car accidents. In many of those accidents, people could have survived if they had been wearing seat belts.

A properly worn seat belt helps prevent serious injury or death. What happens when a car going 15 miles an hour hits something? The car stops in a tenth of a second, but a passenger not wearing a seatbelt keeps on moving until he or she hits something. Hitting the windshield or dashboard at 15 miles an hour can do great harm. Many accidents happen at much higher speeds.

A person wearing a seat belt can avoid many injuries. Properly worn seat belts fit snugly. They transfer the impact of the crash to the hips and shoulder bones. These bones are strong, and can take the shock.

Seat belts are an easy way to keep people from getting hurt. It's no surprise that many states have laws requiring people to wear seat belts. Be safe! Wear your seat belt!

1. What is the most important thing a seatbelt does?
 - a. prevents injury or death
 - b. fits snugly to your body
 - c. forces a crash

2. What is this story mostly about?
 - a. the safest types of cars
 - b. the importance of seat belts
 - c. people getting hurt in cars

3. What type of writing is this?
 - a. narrative
 - b. persuasive
 - c. fictional

4. Which is a fact?
 - a. Each year, 40,000 people die in car accidents.
 - b. Seat belts are very comfortable to wear.
 - c. You don't have to wear a seat belt at night.

5. What does the author want you to do?
 - a. drive slowly
 - b. drive a car
 - c. wear a seat belt

GROUP 5 READING COMPREHENSION ACTIVITY

Item 45491_45495

Math Problems

Jake is frustrated. He is great at reading and writing, but he can never understand his math. No matter how hard he tries, he always has trouble with math homework.

Jake's classmate Bryan is great at math. One day, when Jake is feeling very frustrated, he thinks about asking Bryan for help. He decides to wait until recess because he feels embarrassed about asking in class.

At recess, Jake walks up to Bryan, still feeling nervous. "Hey, Bryan, can you help me with math?" he stammers.

"Yeah!" Bryan answers. "The homework is hard, isn't it? It took me a long time to figure it out."

Bryan shows Jake how he did the problem and helps Jake to finish it. Jake feels much better and thanks Bryan for his help.

The next day at recess, Bryan approaches Jake. "I always have a hard time with my writing homework," he says. "Do you think you could help me with it? I know you're a great writer." Jake is excited. He knows that he and Bryan will be great friends and continue to help each other

6. If Jake has trouble with math again, he will most likely:
 - a. get angry
 - b. ask Bryan
 - c. just quit

7. Jake asks Bryan for help because:
 - a. Bryan has trouble with writing
 - b. he and Bryan both like math
 - c. he knows Bryan is good at math

8. Bryan and Jake become friends because:
 - a. they play together at recess
 - b. Bryan is very good at math
 - c. they can help each other out

9. Bryan is a good friend to Jake because he:
 - a. gets good grades
 - b. helps Jake out
 - c. likes to work

10. Bryan understands Jake because Bryan:
 - a. has a similar problem
 - b. enjoys doing math work
 - c. tries hard in writing

GROUP 5 READING COMPREHENSION ACTIVITY

Item 45806.45810

The Missing Coins

Anna's grandmother had traveled all over the world. Every time she went to a new country, she would bring back a coin for Anna. Anna had a huge collection of money from all over the world. She liked to look through her collection and dream about the day when she could travel to exciting places.

One day, Anna was having a party at her house with several of her friends. She was telling her friend, Peter, about her coin collection. Peter asked if he could see it. Anna went into her room and grabbed her bag. She couldn't wait to show Peter her coins. But when she got to her room, all she saw was an empty spot on her bookshelf. Someone had stolen her coin collection!

Anna couldn't believe that one of her friends would steal her favorite possession. She started to look around the living room and try to figure out who the thief was. Maybe it was Laura. She didn't know Laura very well, so she wasn't sure if she could trust her. Or maybe it was Alex. She had only known Alex for a few weeks. And he was a trouble maker in class sometimes.

As Anna continued to scan the room, she felt a tap on her shoulder. Her little sister, Becca was standing behind her, holding a big plastic bag. "I borrowed your coin collection," she said. "I hope you don't mind. I think it's really cool. I hope I can have one someday." Anna gave Becca a hug and put her collection back in its place. Then, she went back to the living room to play with her friends. She couldn't believe she had thought they would steal from her.

11. What will Anna probably do the next time something is missing?
 - a. assume that someone stole it
 - b. ask her sister if she borrowed it
 - c. look all over her room for it

12. Why did Anna suspect some of her friends?
 - a. She didn't know them very well.
 - b. She knew they would want her coins.
 - c. She didn't know them very well.

13. Why was Anna so upset when her coin collection was missing?
 - a. It was her most special possession.
 - b. Her grandma would be mad if she lost it.
 - c. She was mad at her friends for stealing.

14. This story is mostly about:
 - a. Anna getting mad at her sister
 - b. Anna learning to trust her friends
 - c. Anna learning about different countries

15. How did Anna feel when she found out that Becca had her coins?
 - a. annoyed
 - b. relieved
 - c. suspicious

GROUP 5 READING COMPREHENSION ACTIVITY

Part 2

Directions: Please read the story and then answer the questions that come after it.

Runaway Bus Driver

The bus ride to school was usually Victor's favorite part of the day. He and his friend Jim were the first students the bus picked up in the morning. Sometimes Victor and Jim would talk on the bus ride to school, but most of the time they just listened to their music. Jim was a quiet boy, almost painfully shy. Victor liked him, but he sometimes thought it would be better if Jim stood up for himself a little more.

One afternoon Mr. Tom, their usual bus driver, was not as smiley as normal. His nose looked puffy and his eyes were red. "Are you OK, Mr. Tom?" asked Victor as he boarded the bus.

Mr. Tom breathed a heavy sigh, and it sounded husky and congested. "Oh, Victor, I'm afraid I have the flu! I feel awful. I'm weak and it hurts to move!" Mr. Tom moved the stick shift slowly, turned the wheel slowly, and opened and closed the door slowly on the whole ride home.

The next morning, Mr. Tom wasn't on the bus when it pulled up in front of Victor and Jim's stop. Instead, there was a small man with funny, puffy hair and large, thick glasses. Jim hung back a little, unsure what they should do. "Hey, Victor," he said, "Mom said I should never get in a vehicle with a stranger."

Victor saw that the bus driver had heard Jim, and he felt his face flush in embarrassment. He didn't want the bus driver to think he was afraid. He turned to Jim and whispered, "Come on! He's a bus driver. I'm sure it will be fine."

Victor stepped up into the bus and turned to wave his friend along. Jim looked uncertain, but finally he put his foot up on the steps and started to climb up too. Victor breathed a big sigh of relief. He didn't want to admit it, but he felt a little uneasy about being on the bus by himself with a stranger. He was glad to have his friend there too, even if Jim was too quiet to do much to help.

The bus driver tapped his hands on the steering wheel as he waited for the boys to take a seat. He said his name was Mr. Sully. "Nice to have you aboard, young men! Mr. Tom has the flu, and they asked me to take over for a few days. This is my first time driving such a big bus, but I think I've got it all figured out! Now where's that lever to close this here door?"

Victor pointed to the door lever and turned to look at Jim, who was staring straight ahead and gripping the back of the seat in front of him tightly. "A bus driver who doesn't know how to close the door?" Victor thought to himself. "Maybe I should have listened to Jim!" He started to put on his headphones like normal, but

GROUP 5 READING COMPREHENSION ACTIVITY

then thought better of it. Instead, he watched Mr. Sully fiddle with the levers and pedals, talking all the while.

"Yep, yep, Mr. Sully's first day on the big bus! Crazy contraptions, these buses, don't you think, kiddos?" Mr. Sully was looking back at Victor and Jim to talk to them. Victor felt Jim kick him under the seat and heard a faint squeak. "The light! I don't think he sees the light!"

Victor saw the red light that Jim was pointing out and waved a hand toward it, hoping to direct Mr. Sully's attention in that direction. Just in time, Mr. Sully slammed on the brakes, and a car crossed the street inches from the front of the bus! "Thanks, kiddo, what's your name anyway?" asked Mr. Sully.

"Victor..." he started, "I'm in sixth grade..." But Mr. Sully interrupted him almost immediately.

"Green light! Let's get moving!" The boys were slammed against the seat as Mr. Sully raced ahead. "Yo ho! What a start! These things can really move!" the bus driver was shouting and chuckling as the bus picked up more and more speed.

Victor glanced over at Jim, who looked as though he might get sick at any moment. Victor remembered that his friend always got nervous when his usual way of doing things was disturbed, and today was turning into quite a disturbance! Victor managed to peel himself off the seat back and lean forward again.

He could just see the speedometer. They were racing along at 55 miles per hour on a small, neighborhood street! "I think we should slow down, Mr. Sully! We need to turn here," he cried, but Mr. Sully either didn't hear him or didn't care.

"Yes, yes! Good to know we can move along when we need to, for getting on a highway and such, wouldn't you say... er... Mick, was it?"

"Victor! And we need to turn here, Mr. Sully, we have students to pick up. Turn!" cried Victor.

"TURN!" cried Mr. Sully. "TURN!" and he cut the wheel hard right, slamming Victor against the window. "Phew, we can take a nice sharp corner, too!" Mr. Sully said as he cheered and raised his hands up in celebration - leaving them off the wheel!

"That does it," muttered Jim. "I'm getting out of here!" He stood up and tried to make his way toward the front of the bus. Unfortunately, it was still swaying from side to side, and he was slammed back down in the seat, looking as scared as Victor felt.

"Do something!" Jim pleaded.

Victor thought quickly. Maybe they could jump out the window. One glance at the pavement whipping by as the bus sped down the street made him realize that idea wasn't going to work. Maybe they could catch someone's attention as they

GROUP 5 READING COMPREHENSION ACTIVITY

passed by and get help that way. Victor searched the sidewalks, but the early-morning town was as quiet as always. Suddenly, Victor remembered the cellular phone his mom had bought him. When she had given it to him, she had made him promise that he would only use it when it was really necessary. Was this one of those times?

Victor looked toward the front of the bus and saw Mr. Sully smiling right at him, with his hands waving in the air. Victor's eyes glanced at the speedometer again - 70 miles an hour - they were still speeding up, and now they were on an even smaller road with a turn just ahead! This was definitely "one of those times" he decided.

As Jim scrunched down as low as he could in the seat and braced himself with his arms and legs so he wouldn't bounce quite so much, Victor pulled out his phone. He started to call his mom but then thought about the police shows he had seen on television. This seemed like the kind of emergency that was worth reporting to the authorities. He dialed 9-1-1.

The phone was picked up quickly on the other end. "9-1-1 Emergency, how can I help you?" the voice on the phone said.

Victor tried to explain the situation, but the operator was having a hard time hearing him over the roar of the bus engine. Finally, Jim grabbed the phone. "Help us!" he shouted. "We're in School Bus #86, heading North on Fir Street, and the driver is out of control. He's speeding and driving like a crazy man. We need help NOW!"

Victor was rather amazed to hear his usually soft-spoken friend yell into the phone. He was even more surprised when Jim continued to shout out directions, letting the operator know when Mr. Sully turned right on Taft Avenue and left on Alder Street. Within a few minutes, Victor heard a beautiful sound: The scream of approaching sirens cut through the morning stillness. The flashing lights and wailing sirens seemed to startle Mr. Sully back to reality. He took his foot off the gas pedal, and the bus began to slow down.

As soon as it came to a complete stop, Jim and Victor both scrambled for the door. They didn't even wait for Mr. Sully to pull the lever. Jim grabbed it with his right hand, Victor grabbed it with his left hand, and together they pulled until the door opened with a faint hiss.

When their feet hit the pavement, both boys felt a wave of relief rush over them. "Whew! That's not exactly the sort of morning I was expecting," Victor exclaimed.

GROUP 5 READING COMPREHENSION ACTIVITY

Jim was silent for a moment, watching as the police officers who had pulled the bus over talked to Mr. Sully, checked his driver's license, and then got on their radios to call for a substitute driver. He seemed somehow different when he turned to Victor. "Victor," he said, "I'm glad you had your cell phone. Did you hear that officer just radio in that Mr. Sully's license is expired? We might have gotten into a serious accident. What do you say we use that phone of yours to make one more call? Hand it over."

Victor was so shocked to hear Jim speaking up that he handed the phone over right away. He smiled as his friend hung up the phone with a "Thanks, Mom." Maybe his friend wasn't so hopeless after all!

- 1. Why didn't the regular bus driver drive the bus instead of Mr. Sully?**
 - A. He was away on vacation.
 - B. He was sick and stayed home.
 - C. He was needed for another bus run.

- 2. What was the beautiful sound that Victor heard?**
 - A. Jim talking on the phone to 911.
 - B. The scream of approaching sirens.
 - C. The school bus pulling over to park.

- 3. What was Jim like at the end of the story?**
 - A. He began to speak up for himself.
 - B. He was afraid and wanted his mother.
 - C. He was just as shy as he had always been.

- 4. How did the story end?**
 - A. Victor decided that there was more to Jim than he had thought.
 - B. The police pulled the bus over and called for a new bus driver.
 - C. The boys decided they would never again ride with a new bus driver.

- 5. How fast was the bus going when the boys decided to call 911 for help?**
 - A. 55 miles per hour.
 - B. 70 miles per hour.
 - C. 85 miles per hour.

- 6. What was the first big hint that Mr. Sully didn't know what he was doing?**
 - A. He said that he had figured out how to drive the bus.
 - B. He called the school bus a crazy contraption.

GROUP 5 READING COMPREHENSION ACTIVITY

- C. He couldn't find the lever to close the door.
- 7. What was Jim like at the beginning of the story?**
- A. He talked a lot but didn't make good decisions.
 - B. He was very shy and didn't stand up for himself.
 - C. He was shy but could take change when it was needed.
- 8. What was a problem Jim had that made Victor worry about him?**
- A. Jim got nervous when the usual way of doing things was disturbed.
 - B. Jim got sick to his stomach when he rode on fast moving vehicles.
 - C. Jim got upset when he thought that he was going to be late for school.
- 9. What happened right after Mr. Sully slammed on the brakes and barely missed hitting a car?**
- A. He took off so fast when the light turned green it slammed the boys against their seats.
 - B. He looked back at the boys and talked with them about what crazy things school busses are.
 - C. He thanked Victor for pointing out the red light and asked him what his name was.
- 10. What was Jim like when the boys were calling for help?**
- A. He snapped out of his shyness and took charge.
 - B. He was afraid and let Victor do all the talking.
 - C. He began to panic and yelled at Victor about what to say.
- 11. What made Jim unsure that he should get on the bus?**
- A. He wasn't sure that the bus was the right one for their stop.
 - B. He thought the bus driver looked strange and dangerous.
 - C. His mom had told him never to ride with a stranger.
- 12. What was this story mostly about?**
- A. Why schools have to pick their bus drivers carefully.
 - B. A bus driver who didn't know what he was doing.
 - C. How two boys made it through a dangerous bus ride.
- 13. What was Mr. Sully like when he was driving dangerously?**
- A. He knew he was not driving well and felt badly that he couldn't do better.

GROUP 5 READING COMPREHENSION ACTIVITY

- B. He acted calm, like he was driving in a normal way and everything was okay.
 - C. He thought it was a lot of fun to drive dangerously and almost have a wreck.
- 14. Why were Victor and Jim the only two students on the school bus?**
- A. The bus driver thought that there were only two students to pick up.
 - B. There wasn't time to pick up more students before school started.
 - C. They were the first two students the bus picked up in the morning.
- 15. What was Victor probably wishing after Mr. Sully started to drive dangerously?**
- A. That the bus trip to the school was a lot shorter.
 - B. That he had listened to Jim and not gotten on the bus.
 - C. That he hadn't been one of the first students to be picked up.
- 16. What probably will Victor and Jim do the next time they see a new bus driver?**
- A. Remember what happened with Mr. Sully and become concerned.
 - B. Immediately call the school to tell them there is going to be a problem.
 - C. Remain calm and figure that getting a dangerous driver couldn't happen twice.
- 17. What surprised Victor the most when the boys were calling 911 for help?**
- A. Jim decided that it was time to help.
 - B. Jim talked to the 911 person they called.
 - C. Jim shouted directions into the phone.
- 18. What probably is the best explanation for what happened to Mr. Sully when he was driving dangerously?**
- A. His mind was having trouble figuring out what was real and not real.
 - B. He only cared about himself and didn't care about the lives of the boys.
 - C. He always wanted to drive like a racecar driver and decided now was the time.

GROUP 5 READING COMPREHENSION ACTIVITY

- 19. What was the main reason that Victor encouraged Jim to get on the bus?**
- A. He knew that they had to get on the bus so they could get to school on time.
 - B. He didn't want the bus driver to think that Jim was afraid to get on the bus.
 - C. He was unsure about the new bus driver and didn't want to be alone with him.
- 20. What was the main problem in this story?**
- A. The school district wasn't careful about who it hired to drive their school bus.
 - B. The boys were in a dangerous situation because they couldn't get off the bus.
 - C. Victor wasn't sure that Jim would be able to help if they had a problem with the driver.

THANK YOU!

Please make sure you have filled in all the answer bubbles completely before giving your test paper to your teacher.