“Danny, would you watch your baby sister so I can make some phone calls?” asked Dad.

“Sure, Dad,” Danny said.

Danny didn’t mind taking care of Daisy because she was easy to entertain. She loved to sit in her highchair and drop things on the floor. Usually Danny just picked them up, and then Daisy would clap her hands to play patty-cake.

Today, Danny handed Daisy her toothbrush when she finished her blueberries. She chewed on it for a second, and then she threw it across the room. “I guess her teeth are clean enough,” said Danny.

Next, Danny handed Daisy a toy airplane, and she immediately threw it on the floor and giggled.

Danny gave Daisy toy after toy, but they all landed on the floor. So Danny had to keep picking up the toys.

“What’s going on here?” Dad said from the doorway. He looked around at the mess spread all over the floor.

“I can’t get Daisy to do anything else, Dad,” Danny complained. “She just wants to throw stuff on the floor.”

“Well, you’re teaching your sister an important lesson,” said Dad.

Danny asked, “What’s that?”

“You’re teaching her about gravity!”
Babysitting!

1. MONITOR ORAL READING FLUENCY

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

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: In this story, “Babysitting!” Danny is watching his sister Daisy. Read aloud to find out what Daisy does whenever he hands her something. You may begin now.

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

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>1 INTERVENTION</th>
<th>2 INSTRUCTIONAL</th>
<th>3 INDEPENDENT</th>
<th>4 ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes:Seconds</td>
<td>3:03 or more</td>
<td>3:02–2:28</td>
<td>2:27–1:47</td>
<td>1:46 or less</td>
</tr>
<tr>
<td>WPM</td>
<td>64 or fewer</td>
<td>65–79</td>
<td>80–110</td>
<td>111 or more</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>1 INTERVENTION</th>
<th>2 INSTRUCTIONAL</th>
<th>3 INDEPENDENT</th>
<th>4 ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Miscues</td>
<td>11 or more</td>
<td>9–10</td>
<td>7–8</td>
<td>5–6</td>
</tr>
<tr>
<td>Percent of Accuracy</td>
<td>94 or less</td>
<td>95</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

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

Check one: _____ Expression and phrasing are appropriate.

_____ Expression and phrasing need attention.
Name/Date

Teacher/Grade

2. MONITOR COMPREHENSION

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

RETELL Character/Setting Say: *What is the setting of the story?* (Possible response: *Danny’s home*)
*Who are the characters in this story?* (*Danny, Dad, Daisy*) Tell me what you know about these characters. (Possible responses: *Danny doesn’t mind taking care of his sister. Daisy keeps throwing everything Danny gives her on the floor. Dad is making phone calls.*)

<table>
<thead>
<tr>
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<th>3 INDEPENDENT</th>
<th>4 ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retell: Character/ Setting</td>
<td>Does not identify characters or setting, or does not respond</td>
<td>Gives a partially correct response, such as identifies the setting and 1 character; may misinterpret information</td>
<td>Identifies the setting; names and provides a detail about each character</td>
<td>Identifies the setting; names and provides details about each character using specific vocabulary from the story</td>
</tr>
</tbody>
</table>

RETELL Plot Say: *Tell me what happens at the beginning, in the middle, and at the end of the story.*
(Beginning: *Dad asks Danny to watch his baby sister. Danny agrees. Middle: Danny keeps handing Daisy toys to play with, and she throws them on the floor. End: Dad tells Danny that he’s teaching Daisy an important lesson about gravity.*)

<table>
<thead>
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<th>3 INDEPENDENT</th>
<th>4 ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retell: Plot</td>
<td>Does not identify plot events or does not respond</td>
<td>Gives a partially correct response, such as identifies middle and end plot events; may misinterpret events</td>
<td>Identifies plot events from the beginning, middle, and end of the story</td>
<td>Identifies plot events from the beginning, middle, and end of the story including details and specific vocabulary</td>
</tr>
</tbody>
</table>

3. IN-DEPTH PROGRESS MONITORING

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

COMPREHENSION Sequence
- Say: *Which event happens second: Danny hands Daisy a toy airplane, or Danny hands Daisy a toothbrush?* (Possible response: *Danny hands Daisy a toy airplane.*)
- Say: *What sequence word helps show you which event happens second?* (Possible response: *Next*)

<table>
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<th>4 ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence</td>
<td>Does not identify the events in sequence or the sequence word, or does not respond</td>
<td>Gives a partially correct response, such as identifies 1 event in the sequence</td>
<td>Identifies the events in sequence</td>
<td>Identifies the events in sequence and the sequence word using specific vocabulary from the text</td>
</tr>
</tbody>
</table>
**VOCABULARY Compound Words**

- Point to the word *highchair* in the third paragraph. Say: *What does the word highchair mean?* (Possible response: *a chair with long legs and a tray that young children sit in when they eat*). *What two words make up this compound word?* (high, chair)
- Point to the word *blueberries* in the fourth paragraph. Say: *What does the word blueberries mean?* (Possible response: *small berries that are blue*). *What two words make up this compound word?* (blue, berries)

**WORD READING Compound Words** Return to the Record of Oral Reading to determine whether the student read these words correctly: *toothbrush, blueberries, airplane, doorway.*