

7th Grade Progress Monitoring

August–November Examiner Packet

Administer once between August and November using any one of the passages listed on the following page.

Directions

“I want you to read this passage out loud and do your best reading. If you get stuck or come to a word you cannot read, I will tell you the word so you can keep reading. When I say ‘Stop,’ I will ask you to tell me about what you read. Do you understand? ... Okay, you will begin as soon as I turn the page.”

- Read the title of the passage.
- Start timing when the student says the first word.
- As he or she is reading, mark any words incorrect that are misread (i.e., substitutions, omissions, reversals, skips, or numerals read incorrectly).
- If the student hesitates for more than 3 seconds on a word, mark it as an error. Provide the word and then say, “Go on.”
- If the student skips a line, stop and redirect the student to the beginning of the line. Count the first word of the line as an error. Do not stop the timer.
- After 60 seconds, say, “Stop.” Circle the last word read.
- If the student finishes all the words before the time is up, note the time required to read all the words.
- **COMPREHENSION RETELL:** Give the initial retell prompt: “Can you tell me everything you remember reading in the passage?” Each time the student pauses, use the follow-up prompt (“Do you remember anything else?”) until the student can recall no other information.

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GRADE 7

Progress Monitoring Passages August–November

STORY	LEXILE	TEXT TYPE
A SOOTHING SONG	500	N
THE WRITING PENCIL	510	N
TITANIC	550	N
KOALAS	560	E
WHAT WAS AMANDA'S MESSAGE?	590	N
MISTIPPEE	640	N
A FRIEND ON THE TRAIL	650	N
SUNI	660	E
VICKIE AND THE KITTEN	710	N
JANE GOODALL: A FRIEND TO CHIMPANZEES	740	E
A GREAT COMET	780	E
JIM HENSON	800	E
DOLLEY MADISON SAVES THE DAY	830	E
FACES ON THE MOUNTAIN	950	E

N = Narrative passage

E = Expository passage

Record Sheet: Passage Reading Fluency

Student Name		Date		Gender	
Examiner (and Title)		School		Grade	

Passage,

Last word read		Word number	
A Time in seconds		Number of errors	
		B Number of words read correctly	
$(60 \times \mathbf{B}) \div \mathbf{A} =$ Words correct per minute (WCPM)			
C EQUATED SCORE			
Comprehension Retell			
X Recalled idea units		Y Maximum possible idea units	
$\mathbf{X} \div \mathbf{Y} = \mathbf{Z}$ PASSAGE RETELL SCORE			

A Soothing Song

TCLD Title: A Soothing Song

Lexile: 500 – 7th Grade Progress Monitoring Aug-Nov #1

Source: TAKS Study Guide 2003

20

Kayla stood and stared into the box at her feet. The puppy she had found had been crying for an hour. Now Kayla was ready to cry, too. Kayla knew her parents were tired of listening to the noise.

39

She had tried everything she could think of—chew toys, food, a warm blanket. Nothing made the puppy happy. She wanted to keep him, and her parents had said he could stay if he behaved.

56

74

So Kayla didn't cry. She wouldn't give up! She sat down on the floor and began to sing. The puppy stopped howling. Kayla smiled and sang some more. Maybe this would work after all .

94

108

Grade 7 Progress Monitoring Equating Table AUG - NOV – *A Soothing Song*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<35	33	99	90	164	147	228	204
36	34	100-101	91	165	148	229	205
37	35	102	92	166	149	230-231	206
38	36	103	93	167	150	232	207
39-40	37	104	94	168	151	233	208
41	38	105	95	169-170	152	234	209
42	39	106	96	171	153	235	210
43	40	107	97	172	154	236	211
44	41	108-109	98	173	155	237	212
45	42	110	99	174	156	238	213
46	43	111	100	175	157	239-240	214
47	44	112	101	176	158	241	215
48-49	45	113	102	177	159	242	216
50	46	114	103	178-179	160	243	217
51	47	115	104	180	161	244	218
52	48	116	105	181	162	245	219
53	49	117-118	106	182	163	246	220
54	50	119	107	183	164	247-248	221
55	51	120	108	184	165	249	222
56-57	52	121	109	185	166	250	223
58	53	122	110	186	167	251	224
59	54	123	111	187-188	168	252	225
60	55	124	112	189	169	253	226
61	56	125	113	190	170	254	227
62	57	126-127	114	191	171	255	228
63	58	128	115	192	172	256-257	229
64	59	129	116	193	173	258	230
65-66	60	130	117	194	174	>259	231
67	61	131	118	195-196	175		
68	62	132	119	197	176		
69	63	133	120	198	177		
70	64	134-135	121	199	178		
71	65	136	122	200	179		
72	66	137	123	201	180		
73	67	138	124	202	181		
74-75	68	139	125	203	182		
76	69	140	126	204-205	183		
77	70	141	127	206	184		
78	71	142	128	207	185		
79	72	143-144	129	208	186		
80	73	145	130	209	187		
81	74	146	131	210	188		
82-83	75	147	132	211	189		
84	76	148	133	212	190		
85	77	149	134	213-214	191		
86	78	150	135	215	192		
87	79	151	136	216	193		
88	80	152-153	137	217	194		
89	81	154	138	218	195		
90	82	155	139	219	196		
91-92	83	156	140	220	197		
93	84	157	141	221-222	198		
94	85	158	142	223	199		
95	86	159	143	224	200		
96	87	160	144	225	201		
97	88	161-162	145	226	202		
98	89	163	146	227	203		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
15	A girl Kayla found a puppy	1
39	Her The girl's Kayla's parents were tired of the noise puppy crying noisy puppy	2
49	She The girl Kayla tried chew toys food a warm blanket everything she could think of to keep it him her the puppy quiet happy or couldn't make the puppy happy quiet stop crying	3
74	She The girl Kayla could keep the puppy if it behaved was quiet	4
78	She The girl Kayla didn't wouldn't cry give up	5
92	She The girl Kayla sang began singing to the puppy	6
96	The puppy stopped crying howling or Her The girl's Kayla's singing worked	7

The Writing Pencil
TCLD Title: The Writing Pencil
Lexile: 510 – 7th Grade Progress Monitoring Aug-Nov #2
Source: SDAA 2005

22
41
59

Josh had to write a story for school. Time was running out. He had to turn in his paper in two days. He was beginning to worry. “What if I can’t think of a good story?” he wondered. Josh thought of flying cars and tall mountains and faraway lands. He picked up the new pencil that was a present from his aunt. Then he looked at the clean, white paper. No ideas came to him.

75
94

Josh went to sleep. He had a dream about a pencil that could write wonderful stories. All Josh had to do was hold the pencil on the paper.

103
122
139

When Josh woke up the next morning, he looked at his new pencil. He knew what he would write about. He wrote so fast that the pencil seemed to be writing the story all by itself!

Grade 7 Progress Monitoring Equating Table AUG - NOV – *The Writing Pencil*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<51	19	106	76	161	133	217	190
52	20	107	77	162	134	218	191
53	21	108	78	163	135	219	192
54	22	109	79	164	136		193
55	23	110	80	165	137	220	194
56	24	111	81	166	138	221	195
57	25	112	82	167	139	222	196
58	26	113	83	168	140	223	197
59	27	114	84	169	141	224	198
60	28	115	85	170	142	225	199
61	29	116	86	171	143	226	200
62	30	117	87	172	144	227	201
63	31	118	88	173	145	228	202
64	32	119	89	174	146	229	203
65	33	120	90	175	147	230	204
66	34	121	91	176	148	231	205
67	35	122	92	177	149	232	206
68	36	123	93	178	150	233	207
69	37	124	94	179	151	234	208
70	38	125	95	180	152	235	209
71	39	126	96	181	153	236	210
	40	127	97	182	154	237	211
72	41	128	98	183	155	238	212
73	42	129	99	184	156	239	213
74	43	130	100	185	157	240	214
75	44		101	186	158	241	215
76	45	131	102	187	159	242	216
77	46	132	103	188	160	243	217
78	47	133	104	189	161	244	218
79	48	134	105	190	162	245	219
80	49	135	106		163	246	220
81	50	136	107	191	164	247	221
82	51	137	108	192	165	248	222
83	52	138	109	193	166	249	223
84	53	139	110	194	167		224
85	54	140	111	195	168	250	225
86	55	141	112	196	169	251	226
87	56	142	113	197	170	252	227
88	57	143	114	198	171	>253	228
89	58	144	115	199	172		
90	59	145	116	200	173		
91	60	146	117	201	174		
92	61	147	118	202	175		
93	62	148	119	203	176		
94	63	149	120	204	177		
95	64	150	121	205	178		
96	65	151	122	206	179		
97	66	152	123	207	180		
98	67	153	124	208	181		
99	68	154	125	209	182		
100	69	155	126	210	183		
	70	156	127	211	184		
101	71	157	128	212	185		
102	72	158	129	213	186		
103	73	159	130	214	187		
104	74	160	131	215	188		
105	75		132	216	189		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units
22	A boy Josh	had	a paper a story	due in two days	1
36	He The boy Josh	was worried he couldn't think of a good story			2
43	He The boy Josh	thought of	tried to think of things to write about ----- or flying cars tall mountains faraway lands		3
62	He The boy Josh	used picked up	a new pencil from his aunt		4
75	He The boy Josh	didn't have any ideas couldn't get started writing ----- or No ideas came to			5
		him the boy Josh			
91	He The boy Josh	dreamt about a pencil that wrote stories			6
123	He The boy Josh	decided to write about his new pencil ----- or looked at his pencil and knew what he would was going to write			7
127	He The boy Josh	could write wrote	the story	easily fast like the pencil in his dream	8

Titanic
Lexile: 550 – 7th Grade Progress Monitoring Aug-Nov #3
Source: TPRI

21

April 10th, 1912, was the most exciting day of my life. Little did I know that it was a prelude to the most terrifying time of my life as well.

30

48

66

86

My father had moved to America several months prior to then. He found a good job. He had finally saved enough money to bring my mother and me to join him. He surprised us with second class tickets on a ship called the RMS Titanic. My mother told me it was the biggest ship in the world.

87

105

127

145

161

I couldn't believe my eyes when I saw it. It was enormous! My mom let me wander around alone and explore the ship. I was 8 and grown up enough to know not to get into trouble or to be a nuisance. I quickly made a friend on board. Her name was Marjorie. She was going to visit America with her parents. We spent nearly the entire trip playing together and watching the other passengers. We had hours of fun!

167

184

201

221

236

Everything was normal when I went to bed on April 14th. Around midnight I was startled awake by the voices of men yelling and women screaming. My mother ran into the hall. She heard someone say we had hit an iceberg. The ship was filling with water. We had no time to gather our belongings or get dressed. We followed the panicking crowd toward the main deck. My mother clutched my hand tightly.

240

258

277

295

314

333

353

375

394

Someone was yelling that the boat was sinking. How could this be? I looked at my mom. I could tell it was true. People were frantic to get to the lifeboats. There were so many people. I wondered how they could all fit into so few boats. People were pushing each other. I was knocked to the ground. I heard my mother scream. A kind man picked me up before I was trampled. He led my mom and me to a lifeboat and made sure we were safely aboard. As other people boarded with us, I saw Marjorie and her family waiting in line. I yelled for them, but they didn't hear me. I was scared for them. I wanted them to come on my boat. I wanted them to be safe, too. I told the crewman that I would make room for them, but he gave the order to release our boat without hearing what I had said. We had to leave without them.

405

424

441

I don't know how long we floated in the sea. We were freezing, wet, and scared, but we were the lucky ones. We were alive. So many people were left behind that night. I wondered what happened to Marjorie. I never saw her again.

449

468

488

506

527

528

When we got to America, my father was waiting for us. His eyes were filled with tears, and he sobbed as he held us tightly. Years later I realized that those tears weren't only for us, but for all the people who never made it to America. Ever since then, even though my name is Jessica, he has called me Joy. He gave me that new nickname to reflect how he felt when he was told that we survived.

Grade 7 Progress Monitoring Equating Table AUG - NOV – *Titanic*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<22	12	80	69	138	126	196	183
23	13	81	70	139	127	197	184
24	14	82	71	140	128	198	185
25	15	83	72	141	129	199	186
26	16	84	73	142	130	200	187
27	17	85	74	143	131	201	188
28	18	86	75	144	132	202	189
29	19	87	76	145	133	203	190
30	20	88	77	146	134	204	191
31	21	89	78	147	135	205	192
32	22	90	79	148	136	206	193
33	23	91	80	149	137	207	194
34	24	92	81	150	138	208	195
35	25	93	82	151	139	209	196
36	26	94	83	152	140	210	197
37	27	95	84	153	141	211	198
38	28	96	85	154	142	212	199
39	29	97	86	155	143	213	200
40	30	98	87	156	144	214	201
41	31	99	88	157	145	215	202
42	32	100	89	158	146	216	203
43	33	101	90	159	147	217	204
44	34	102	91	160	148	218	205
45-46	35	103-104	92	161	149	219	206
47	36	105	93	162-163	150	220-221	207
48	37	106	94	164	151	222	208
49	38	107	95	165	152	>223	209
50	39	108	96	166	153		
51	40	109	97	167	154		
52	41	110	98	168	155		
53	42	111	99	169	156		
54	43	112	100	170	157		
55	44	113	101	171	158		
56	45	114	102	172	159		
57	46	115	103	173	160		
58	47	116	104	174	161		
59	48	117	105	175	162		
60	49	118	106	176	163		
61	50	119	107	177	164		
62	51	120	108	178	165		
63	52	121	109	179	166		
64	53	122	110	180	167		
65	54	123	111	181	168		
66	55	124	112	182	169		
67	56	125	113	183	170		
68	57	126	114	184	171		
69	58	127	115	185	172		
70	59	128	116	186	173		
71	60	129	117	187	174		
72	61	130	118	188	175		
73	62	131	119	189	176		
74	63	132	120	190	177		
75	64	133	121	191	178		
76	65	134	122	192	179		
77	66	135	123	193	180		
78	67	136	124	194	181		
79	68	137	125	195	182		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
30	It April 10th was an exciting day the start the beginning of something terrifying scary or	1
46	His/her father had found got a job in America	2
75	The father surprised sent the family the mother/mom and him/her (with) tickets on the Titanic saved money to bring the family the mother/mom and him/her over to America on the Titanic or	3
87	The ship The Titanic was enormous the biggest ship in the world	4
110	He She could go around explore wander the ship alone was old enough not to get into trouble on the ship or	5
136	He She made a friend met a girl met Marjorie	6
157	They He/She and Marjorie played had fun together for hours the entire trip the whole trip	7
193	He She woke up to screaming screams yells heard someone people screaming around midnight in the night or	8
208	The ship The Titanic hit an iceberg some ice	9
234	They He/she and the mother/mom hurried followed the crowd to the main deck main area on the ship	10

Table continues on the next page.

Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units			
263	The ship The Titanic	was sinking was starting to sink	11		
271	People	were pushing were panicked were frantic	to get on the boats lifeboats	12	
313	A man	saved him/her from being picked him/her off the ground before she was	trampled run over stepped on	13	
329	The man got	them the family the mother/mom and him/her	on a lifeboat	14	
358	He She	called yelled	for Marjorie to get on the boat lifeboat	or	15
405	The boat	had to leave left	without	his/her friend Marjorie Marjorie's family	16
430	He/she The family They	was (were) lucky	to be alive to be on a lifeboat	or	17
449	He She	never saw	his/her friend Marjorie	again	18
469	His/her father cried when	they the family he/she and his/her mother	arrived	in America	19
528	Her father started calling her Joy	he saw he held	them the family he/she and his/her mother	because he was happy she survived even though her name was Jessica	20

Koalas

Lexile: 560 – 7th Grade Progress Monitoring Aug-Nov #4

Source: TPRI

16

Koalas live in Australia. Sometimes people call them koala bears. But koalas are not bears. They are marsupials. Marsupials are mammals that have pouches.

24

41

58

When koalas are born, they immediately go to their mother's pouch. They stay there for about six months. This is where they grow and develop. Baby koalas are called joeys. When they are born, they are very tiny. They are no bigger than a peanut.

69

87

107

Joeys cannot see or hear when they are born. These senses develop in the pouch. After they leave the pouch, they ride on their mother's backs until they are ready to be on their own. Koalas can be on their own when they are about a year old.

117

133

150

170

Koalas are very gentle animals. They keep to themselves and don't hurt other animals. They are nocturnal. Koalas sleep for about 18 hours each day. They have large, rubbery noses. Their ears are big and floppy. And they have thumbs that make it easy to grip trees and food. Their soft fur makes them look cuddly and cute.

175

191

Koalas live in eucalyptus trees. They spend most of their days there. They eat only eucalyptus leaves. Koalas rarely drink water. They get all the water they need from the eucalyptus leaves.

207

229

When a koala is around the age of 2 or 3, he is considered fully grown. At this age, a female koala can have a baby of her own.

236

254

271

289

306

312

The number of koalas has dwindled over the years. People used to hunt koalas for their fur. Their forests have been destroyed to build houses. Many have been killed or injured by cars. Because of this, Australia has made it a protected animal. People are no longer allowed to hunt them. But there are no laws protecting their forests. Many koalas now live in zoos or special areas where people can make sure they stay safe.

Grade 7 Progress Monitoring Equating Table AUG - NOV – *Koalas*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<13	11	70	68	128	125	186	182
14	12	71	69	129	126	187	183
15	13	72	70	130	127	188	184
16	14	73-74	71	131	128	189	185
17	15	75	72	132	129	190	186
18	16	76	73	133	130	191	187
19	17	77	74	134	131	192	188
20	18	78	75	135	132	193	189
21	19	79	76	136	133	194	190
22	20	80	77	137	134	195	191
23	21	81	78	138	135	196	192
24	22	82	79	139	136	197	193
25	23	83	80	140	137	198	194
26	24	84	81	141	138	199	195
27	25	85	82	142	139	200	196
28	26	86	83	143	140	201	197
29	27	87	84	144-145	141	202	198
30	28	88	85	146	142	203	199
31	29	89	86	147	143	204	200
32	30	90	87	148	144	205	201
33	31	91	88	149	145	206	202
34	32	92	89	150	146	207	203
35	33	93	90	151	147	208	204
36	34	94	91	152	148	209	205
37	35	95	92	153	149	210	206
38	36	96	93	154	150	211	207
39	37	97	94	155	151	212	208
40	38	98	95	156	152	213	209
41	39	99	96	157	153	214	210
42	40	100	97	158	154	215-216	211
43	41	101	98	159	155	>217	212
44	42	102	99	160	156		
45	43	103	100	161	157		
46	44	104	101	162	158		
47	45	105	102	163	159		
48	46	106	103	164	160		
49	47	107	104	165	161		
50	48	108	105	166	162		
51	49	109	106	167	163		
52	50	110	107	168	164		
53	51	111	108	169	165		
54	52	112	109	170	166		
55	53	113	110	171	167		
56	54	114	111	172	168		
57	55	115	112	173	169		
58	56	116	113	174	170		
59	57	117	114	175	171		
60	58	118	115	176	172		
61	59	119	116	177	173		
62	60	120	117	178	174		
63	61	121	118	179	175		
64	62	122	119	180	176		
65	63	123	120	181	177		
66	64	124	121	182	178		
67	65	125	122	183	179		
68	66	126	123	184	180		
69	67	127	124	185	181		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
4	Koalas are not bears live in Australia are from	1
18	They Koalas are marsupials mammals with pouches	2
42	Baby koalas stay in their mother's pouch for a long time six months	3
54	Baby koalas are called joeys	4
62	They Baby koalas Joeys are tiny the size of a peanut no bigger than a peanut	5
74	They Baby koalas Joeys can't see or hear get develop their sight vision hearing senses in the pouch	6
95	They Koalas ride on their mother's back after they leave the pouch until they are a year old until they are ready to be on their own	7
121	They Koalas are gentle don't hurt other animals keep to themselves	8
134	They Koalas sleep for a long time 18 hours each day are nocturnal	9

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit			Ⓜ Maximum Possible Idea Units
153	They Koalas	have	rubbery noses * floppy ears * thumbs to grip trees * thumbs to grip food * soft fur * cuddly fur *	10
180	They Koalas	live in trees	spend most of the time day in trees <i>or</i>	11
192	They Koalas	eat only get water from	Eucalyptus leaves	12
223	They Koalas	are grown adults	when they're 2 or 3 years old	13
	Female Girl	koalas can have a baby at 2 or 3 years old <i>or</i>		
253	There are few koalas left because		people hunted them for their fur their forests were destroyed to build houses they were killed by cars	14
279	They Koalas	are now protected <i>or</i>		15
	People can no longer hunt		them koalas	
304	Many koalas now live in		zoos safe places	16

* To earn credit for this idea unit, the student must mention at least two descriptive details.

What Was Amanda’s Message?
TCLD Title: What Was Amanda’s Message?
Lexile: 590 – 7th Grade Progress Monitoring Aug-Nov #5
Source: TAAS 2001

19

Once there was a village beside a river. The lovely river flowed quietly to the sea. The river gave the people of the village water to drink. It also gave them water for their plants and animals.

37

In this village lived a family with a young daughter named Amanda. She was quiet like the river.

55

Amanda often walked through the forest near her house. She loved looking at all the beautiful

71

trees. Her favorite was the willow tree. Its branches bent toward the ground as if reaching down to her.

89

90

Amanda had a special ability. She noticed things that other people did not. Walking through the

106

forest, she would see a squirrel sitting on the highest branch of a tree. She would notice the first

125

golden leaf as summer turned to fall. During spring Amanda was the first to notice that wildflowers

142

were beginning to bloom.

146

One year there was very little rain. By summer the river had dried up. The people of Amanda’s

164

village dug a well, but they did not find water. They had to go to another village far away to get

185

water. It was a long, hard journey. Sometimes the people could not carry as much water as they

203

needed. This caused them to worry.

209

While walking through the forest one day, Amanda noticed the leaves of the trees. Without rain

225

they had turned dry and brown. Then she came upon the willow tree. Its branches still had tender

243

green leaves!

245

“The willow’s leaves are still soft and green, but all the other leaves are dry and brown,” she said

264

to herself. “Perhaps the willow’s roots can seek and find water that other trees cannot.”

279

Amanda ran home as fast as she could. She couldn’t wait to relay what she had noticed to her

298

family. When she reached her house, she saw that other people from the village were there. They

315

were talking about how to find water.

322

“The leaves of the willow tree are still green,” Amanda announced eagerly. “We should dig a well

339

where the willow’s roots end. We might find water there.”

349

The people of the village stared at Amanda in surprise. She was generally very quiet. In fact,

366

many villagers had never heard her speak. They knew that her message must be important, so they

383

followed Amanda to the willow tree. There they dug a deep well where the willow's roots stopped.

400

Water filled the well just as Amanda had promised.

409

The people of the village were happy. They began to sing and dance around their new well.

426

Amanda was happy, too. She and the willow tree had helped save her village.

440

Grade 7 Progress Monitoring Equating Table AUG - NOV – *What Was Amanda's Message?*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<35	22	95	79	155	136	217	194
36	23	96	80	156	137	218	195
37	24	97	81	157	138	219	196
38	25	98	82	158-159	139	220	197
39	26	99	83	160	140	221	198
40	27	100	84	161	141	222	199
41	28	101	85	162	142	223	200
42	29	102	86	163	143	224	201
43	30	103-104	87	164	144	225	202
44	31	105	88	165	145	226	203
45	32	106	89	166	146	227	204
46	33	107	90	167	147	228	205
47	34	108	91	168	148	229	206
48-49	35	109	92	169	149	230	207
50	36	110	93	170	150	231-232	208
51	37	111	94	171	151	233	209
52	38	112	95	172	152	234	210
53	39	113	96	173	153	235	211
54	40	114	97	174	154	236	212
55	41	115	98	175	155	>237	213
56	42	116	99	176-177	156		
57	43	117	100	178	157		
58	44	118	101	179	158		
59	45	119	102	180	159		
60	46	120	103	181	160		
61	47	121-122	104	182	161		
62	48	123	105	183	162		
63	49	124	106	184	163		
64	50	125	107	185	164		
65	51	126	108	186	165		
66	52	127	109	187	166		
67-68	53	128	110	188	167		
69	54	129	111	189	168		
70	55	130	112	190	169		
71	56	131	113	191	170		
72	57	132	114	192	171		
73	58	133	115	193	172		
74	59	134	116	194-195	173		
75	60	135	117	196	174		
76	61	136	118	197	175		
77	62	137	119	198	176		
78	63	138	120	199	177		
79	64	139	121	200	178		
80	65	140-141	122	201	179		
81	66	142	123	202	180		
82	67	143	124	203	181		
83	68	144	125	204	182		
84	69	145	126	205	183		
85-86	70	146	127	206	184		
87	71	147	128	207	185		
88	72	148	129	208	186		
89	73	149	130	209	187		
90	74	150	131	211	189		
91	75	151	132	212	190		
92	76	152	133	213-214	191		
93	77	153	134	215	192		
94	78	154	135	216	193		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
8	There was a village town by a river	1
37	The river gave the people plants animals water	2
55	A girl A daughter Amanda was quiet like as the river * <i>or</i> Both Amanda the girl the daughter and the river were quiet *	3
72	She The girl Amanda liked loved (looking at) the forest the trees	4
90	Her The girl's Amanda's favorite tree was the willow <i>or</i> The branches of the willow tree looked like they were reaching down to her the girl Amanda	5
102	She The girl Amanda noticed saw things other people didn't <i>or</i> had a special ability	6
112	She The girl Amanda would notice see a squirrel wildflowers leaves changing leaves turning colors	7
153	The Their river dried up <i>or</i> There was very little rain <i>or</i> It didn't rain	8

* To earn credit for this idea unit, the student must compare Amanda to the river.

Table continues on the next page.

Retell Scoring Guide (cont.)

What Was Amanda's Message? (2 of 2)

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
168	The people in the village The villagers	9
192	It was difficult to get find water because it was far away of the distance they could not carry enough	10
229	She The girl Amanda noticed that only the willow tree had green leaves all the other trees had (dry) brown leaves	11
275	She The girl Amanda thought wondered if the willow tree's roots were finding water	12
344	She The girl Amanda told the people villagers to dig a well by near close to the willow's roots	13
381	The people The villagers listened knew it was important because she Amanda the girl almost never barely talked spoke	14
404	The people The villagers dug the well and got found water	15
440	Everyone was The villagers were happy that she Amanda the girl and the willow tree helped save them <i>or</i> She Amanda was happy that she and the willow tree helped save them the villagers the village	16

Mistippee
TCLD Title: Mistippee
Lexile: 640 – 7th Grade Progress Monitoring Aug-Nov #6
Source: TAKS 2004

In November 1825 a group of Creek Indians met with men who worked for President John Quincy Adams. The Creek men needed help because people were taking their land. The following letter is from James, the son of one of the men who went to the meeting.

17

33

47

November 30, 1825

50

Dearest Mama,

52

I went with Papa today to meet with the leaders of the Creek Indians. Papa needed me to help him with the horses. There were many Creek men sitting at the table when we walked into the meeting place. The Creek men sat tall and straight. They were very quiet. Their eyes were kind, and their voices were gentle. Papa told me that the man sitting at the head of the table was a chief.

72

90

108

127

Standing behind him was a boy who looked 12 years old, like me. The first thing I noticed about the boy was his clothes. He wore a white cotton shirt, like mine. However, he also wore boots, a vest, and pants all made from deerskin. These clothes were very different from mine. I was wearing pointed black leather shoes, a button-down coat, and wool pants. The Creek boy had markings on his face. There was a line of blue dots painted on each side of his face and an orange sun painted above his nose. Papa told me later that each mark had a meaning.

146

164

181

197

218

233

Papa and the boy's father told us to go outside while the men talked. The boy spoke perfect English. He said that he could read and write in English, too. He told me his name was Mistippee. He said that his father had educated him. Mistippee wanted to know everything about me and asked a lot of questions. I told him about our small farm where we grow wheat. I also told him that I share a room upstairs with my three brothers. Then he asked about my school. I told him that I go to school in the same room as my brothers even though we are not the same age. I also asked Mistippee many questions. He answered them all very politely. He told me his family has two houses built near each other. One is used in winter and one in summer. The winter house is made of wood and mud. Mistippee said that it is very warm. The summer house is made of wood and grass. It has open sides to let the air in. Mistippee told me his people fish and hunt. They hunt animals such as rabbits and deer for both food and clothing.

251

270

286

306

325

347

363

382

401

422

433

His family grows corn, beans, and pumpkins. Some Creek children help their mothers dig in the fields, plant seeds, and gather crops. His people also gather berries and many other wild plants for food. Mistippee said he must help chop firewood and take care of the horses. I told him that I had

449

466

486

to do those things, too. He laughed when I told him about how I almost got kicked by my horse the first time I tried to put a horseshoe on it. He said he had almost been kicked by a horse once, too.

507

529

Before long, it was time to leave. Mistippee shook my hand and said farewell. On the way back to the inn where we would stay the night, I told Papa all about Mistippee. I hope that I get to see Mistippee again. Papa told me we should be on our way home in a few days. I miss you.

547

569

588

Your son,

590

James

591

Grade 7 Progress Monitoring Equating Table AUG - NOV – *Mistippee*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<47	43	106	100	165	157	223	214
48	44	107	101	166	158	224	215
49	45	108	102	167	159	225	216
50	46	109	103	168	160	226	217
51	47	110	104	169	161	227	218
52	48	111	105	170	162	228-229	219
53	49	112	106	171	163	230	220
54	50	113	107	172	164	231	221
55	51	114	108	173	165	232	222
56-57	52	115	109	174	166	233	223
58	53	116	110	175	167	234	224
59	54	117	111	176	168	235	225
60	55	118	112	177	169	236	226
61	56	119	113	178	170	237	227
62	57	120	114	179	171	238	228
63	58	121	115	180	172	239	229
64	59	122	116	181	173	240	230
65	60	123	117	182	174	241	231
66	61	124	118	183	175	242	232
67	62	125-126	119	184	176	243	233
68	63	127	120	185	177	244	234
69	64	128	121	186	178	245	235
70	65	129	122	187	179	246	236
71	66	130	123	188	180	247	237
72	67	131	124	189	181	248	238
73	68	132	125	190	182	249	239
74	69	133	126	191	183	250	240
75	70	134	127	192	184	251	241
76	71	135	128	193-194	185	252	242
77	72	136	129	195	186	253	243
78	73	137	130	196	187	254	244
79	74	138	131	197	188	255	245
80	75	139	132	198	189	>256	246
81	76	140	133	199	190		
82	77	141	134	200	191		
83	78	142	135	201	192		
84	79	143	136	202	193		
85	80	144	137	203	194		
86	81	145	138	204	195		
87	82	146	139	205	196		
88	83	147	140	206	197		
89	84	148	141	207	198		
90-91	85	149	142	208	199		
92	86	150	143	209	200		
93	87	151	144	210	201		
94	88	152	145	211	202		
95	89	153	146	212	203		
96	90	154	147	213	204		
97	91	155	148	214	205		
98	92	156	149	215	206		
99	93	157	150	216	207		
100	94	158	151	217	208		
101	95	159-160	152	218	209		
102	96	161	153	219	210		
103	97	162	154	220	211		
104	98	163	155	221	212		
105	99	164	156	222	213		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
15	The Some Creek Indians Indians Native Americans met with the President's men wanted to get help talk about people taking their land or	1
35	James The son of someone a man at the meeting wrote a letter	2
66	He James The son The boy had gone went with his dad to meet talk to the Indians or had to help his dad with the horses	3
84	There were a lot of Creek men Indians there at the meeting at the table	4
102	The Creek men The Indians were quiet kind gentle	5
133	There was a another boy behind the chief who was James' age	6
159	James noticed the Creek other boy's shirt was like his James' or boots vest pants boy wore deerskin	7
186	James wore pointed black leather shoes or a button-down coat wool pants	8
202	The Creek The Indian boy had markings paint on his face or The markings The paint on the Creek Indian boy's face meant something	9

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units		
252	The Creek The Indian	boy could speak read write English	10	
278	The Creek boy's The Indian boy's Mistippee's *	father taught educated him	11	
298	James told	the Creek boy the Indian boy Mistippee *	about their farm his room his three brothers	12
337	James	talked about how told Mistippee † that	he goes to is in the same school classroom as his brothers	13
365	Mistippee † had	two houses a summer and a winter house houses for the different seasons		14
385	The winter house was	warm made of wood made of mud		15
401	The summer house was	made of open to let air in	wood grass or	16
433	The Creeks The Indians	hunted for food and clothing		17
440	They The Creeks The Indians	grew corn beans pumpkins vegetables	and gathered berries	18
	The Creek The Indian	children help with farming gathering	food	

* Students should not be penalized for mispronouncing "Mistippee."

† The pronoun "he" is only acceptable if references to Mistippee can be clearly distinguished from references to James. Students may also continue to use "the Creek/Indian boy" when referring to Mistippee.

Table continues on the next page.

Retell Scoring Guide (cont.)

Mistippee (3 of 3)

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
491	<div style="display: flex; border-right: 1px dashed black; padding-right: 10px;"> Both James and Mistippee </div> <div style="display: flex; padding-left: 10px;"> had to chop wood took care of the horses almost got kicked by a horse </div>	19
571	James wants to see Mistippee again	20

A Friend on the Trail
TCLD Title: A Friend on the Trail
Lexile: 650 – 7th Grade Progress Monitoring Aug-Nov #7
Source: TAAS 2002

16
33
50
69

Doodle the rooster usually crowed at sunrise, but this morning Elizabeth awoke to the sounds of other birds. She poked her head through the curtain of her family’s covered wagon and gazed at the unfamiliar surroundings. Late in the spring of 1856, her family had joined a train of covered wagons. They had begun their long journey to make a new home in the West. That was more than four months ago. Soon they would reach their destination.

78
95
113

After breakfast Elizabeth checked the cage tied to the back of the wagon. This was where Doodle and their three hens rode. Each night Doodle and the hens were allowed to roam freely. They had always returned by morning. Today, however, Doodle was not in the cage.

125

“Doodle, where are you?” Elizabeth muttered. She looked in all directions.

136
154

“Why don’t you walk down to the stream,” her mother suggested. “You need to get water for the day’s journey. Perhaps you’ll find Doodle there.”

161
176
193
212

Grabbing the bucket, Elizabeth headed for the stream. She crossed through a field of lovely wildflowers. Along the stream’s bank she saw a Native American girl. The girl wore a round hat made of woven grass. She dipped her hat into the water and took a drink. Looking up, the girl smiled.

213
231

“My name is Sisika,” she said. “I’m Elizabeth. I’ve come to get water and to find my rooster,” Elizabeth explained.

233
250

Together they began searching. They did not have to look long before they found Doodle. He was feasting on large crickets in the tall grass.

258

“Doodle, you’ve found a good breakfast,” Elizabeth remarked.

266
281

“These are tasty crickets,” Sisika replied. “My mother dries them, and we make delicious cricket soup.”

282
297
314
331

“I like to help my mother cook, too,” Elizabeth said. With these words Elizabeth realized something. It occurred to her that she and Sisika might have many things in common. She wished that she could stay and visit longer. Elizabeth carefully picked up Doodle in her arms. Then she remembered her empty bucket.

335

“I can help,” Sisika offered. “I’ll fill your bucket and carry it for you.”

349

Together Elizabeth and Sisika walked back to the wagon. Elizabeth returned Doodle to the cage.

364

The restless oxen tugged on the wagon, signaling that they were ready to depart. Elizabeth reached

380

into the wagon for her favorite doll. With a sad smile of good-bye, she gave it to Sisika. Then

400

Sisika placed her necklace around Elizabeth’s neck. Just then a man rode up on a beautiful spotted

417

horse.

418

“This is my father,” Sisika explained to Elizabeth. The man helped Sisika climb up onto the horse.

435

Then he noticed the doll that she was holding. He also recognized the necklace Elizabeth was

451

wearing.

452

“The river up ahead can be treacherous. There are places where it is deep and the waters are fast,”

471

he said to Elizabeth. “Tell your father that Sisika and I will lead your wagons safely across the

489

river.”

490

Sisika and Elizabeth waved to each other. Then Sisika and her father rode to the front of the

508

wagon train. Moments later the wagons jerked forward. The wagon train began to roll westward

523

again.

524

Crossing the river, Elizabeth studied her new necklace happily. She had made a friend on the trail.

541

Grade 7 Progress Monitoring Equating Table AUG - NOV – *A Friend on the Trail*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<24	44	88-89	101	153	158	217	215
25-26	45	90	102	154	159	218	216
27	46	91	103	155	160	219	217
28	47	92	104	156	161	220-221	218
29	48	93	105	157	162	222	219
30	49	94	106	158-159	163	223	220
31	50	95	107	160	164	>224	221
32	51	96-97	108	161	165		
33	52	98	109	162	166		
34-35	53	99	110	163	167		
36	54	100	111	164	168		
37	55	101	112	165	169		
38	56	102	113	166	170		
39	57	103	114	167-168	171		
40	58	104	115	169	172		
41	59	105-106	116	170	173		
42	60	107	117	171	174		
43-44	61	108	118	172	175		
45	62	109	119	173	176		
46	63	110	120	174	177		
47	64	111	121	175	178		
48	65	112	122	176-177	179		
49	66	113	123	178	180		
50	67	114-115	124	179	181		
51	68	116	125	180	182		
52-53	69	117	126	181	183		
54	70	118	127	182	184		
55	71	119	128	183	185		
56	72	120	129	184	186		
57	73	121	130	185-186	187		
58	74	122	131	187	188		
59	75	123-124	132	188	189		
60	76	125	133	189	190		
61-62	77	126	134	190	191		
63	78	127	135	191	192		
64	79	128	136	192	193		
65	80	129	137	193	194		
66	81	130	138	194-195	195		
67	82	131	139	196	196		
68	83	132-133	140	197	197		
69	84	134	141	198	198		
70-71	85	135	142	199	199		
72	86	136	143	200	200		
73	87	137	144	201	201		
74	88	138	145	202	202		
75	89	139	146	203-204	203		
76	90	140	147	205	204		
77	91	141-142	148	206	205		
78	92	143	149	207	206		
79-80	93	144	150	208	207		
81	94	145	151	209	208		
82	95	146	152	210	209		
83	96	147	153	211	210		
84	97	148	154	212-213	211		
85	98	149	155	214	212		
86	99	150-151	156	215	213		
87	100	152	157	216	214		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit					Ⓜ Maximum Possible Idea Units
18	She A girl Elizabeth	didn't hear didn't wake to	the rooster Doodle			1
51	She The girl Elizabeth Her (Elizabeth's) family		was traveling in a	wagon covered wagon train of wagons * wagon train *		2
62	She Elizabeth Her (Elizabeth's) family		was moving was making a new home out West had been traveling west for months had been traveling for more than four months			3
95	She The girl Elizabeth	looked for checked for	the rooster Doodle	in the	cage wagon	4
111	The rooster Doodle The hens	could would	roam wander	around at night		5
125	The rooster Doodle	wasn't in the cage didn't return from roaming		or		6
	She Elizabeth	couldn't find	the rooster Doodle			
160	Her (Elizabeth's) mom told her to look for		the rooster Doodle	by the	stream river water	7
					or while she was getting water	
187	The girl Elizabeth	saw	a Native American an Indian	girl by the	stream river creek water	8

* To earn credit for this idea unit, the student may not use "train" as a synonym for "wagon."

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units			
193	The Native American girl The Indian girl	wore a drank water from her	hat	9	
217	She The Native American girl The Indian girl Sisika	introduced herself wanted to meet Elizabeth met Elizabeth		10	
237	They The two girls Sisika and Elizabeth	looked for searched for	the rooster Doodle	11	
254	The rooster Doodle	was eating crickets		12	
	They The two girls Sisika and Elizabeth	found	the rooster Doodle		in the tall grass
282	Sisika †	mentioned talked about	eating making	cricket soup	13
290	Elizabeth thought she	was similar to had things in common with	Sisika		14
	Elizabeth helped her mom cook just like Sisika did				
349	Sisika helped Elizabeth	get carry	the water		15
358	They Elizabeth and Sisika	went walked	back to the wagon		16
	Elizabeth put	Doodle the rooster	in the cage in the back of the wagon		
399	Elizabeth gave Sisika her favorite doll				17
406	Sisika gave Elizabeth her necklace				18
422	Her (Sisika's †) dad Her (Sisika's †) father	came to get her rode up on a horse			19

† Using “she/her” for “Sisika/Sisika’s” is acceptable only if the response clearly distinguishes the Native American girl from Elizabeth. The student may use any pronunciation of “Sisika.”

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units					
452	He Her (Sisika's †) father	noticed saw	that the girls had	exchanged traded	gifts their favorite things	20	
490	He Sisika's † father	offered to help Elizabeth's		father family	cross the	river stream	21
510	The wagons The wagon train *	started moving again		<i>or</i>		22	
		was led by	Sisika's † father the Native Americans the Indians				
538	Elizabeth	made a friend made friends with Sisika				23	

† Using "she/her" for "Sisika/Sisika's" is acceptable only if the response clearly distinguishes the Native American girl from Elizabeth.

* To earn credit for this idea unit, the student may not use "train" as a synonym for "wagon."

Suni

Lexile: 660 – 7th Grade Progress Monitoring Aug-Nov #8

Source: TPRI

18 My name is Suni. I am a Chinese White Dolphin. Do you know what's special about the Chinese White Dolphin? I'm pink. Most people have never heard of, or seen, a pink dolphin.

33

I want to tell you about a serious problem that we are all facing. But first, let me describe myself.

53

I live off the shores of Hong Kong and Southern China. This area is called the Pearl River Delta.

72

There are less than 200 of us here. We are not born pink. In fact, when we are born, we are black.

94

As we get older, our color turns to gray. Then it becomes pinkish gray with spots. It is when we

114

enter adulthood that we become pinkish white and our spots fade. As adults, we usually reach a

131

length of eight to nine feet. Unfortunately, most of the calves born today don't reach adulthood.

147

Thus, they never get to show off their beautiful pink color. We could live up to 40 years, but

166

because of the many hazards we face most of the calves don't even survive. We are endangered.

183

Our population is dwindling.

187

The water we live in is unhealthy. Raw sewage has been routinely dumped into our waters. There

204

are so many fishermen that sometimes we get stuck in nets or hit by boats. I have a scar on my

225

right side from when a boat hit me. Some nice humans found me. They helped me get well again.

244

My wound hurt a lot, but I was one of the lucky ones. I've known dolphins that haven't survived

263

that type of accident. The high numbers of fishermen pose another threat to us as well. They're

280

catching so many fish that there aren't enough to sustain all of us here.

294

We can't leave the area. It is part of our nature to stay close to the shore and to be in these types of

318

waters. Legislation in Hong Kong has attempted to keep us safe, but that has not helped much. To

336

raise money to help keep us safe, Hong Kong has started a dolphin-watching program. They bring

353

people out on boats to watch us. We don't like that very much. We're kind of shy around people.

372

We tend to go away from boats coming toward us, especially since so many of us have been hurt

391

by them. However, sometimes we do perform and let them see us jump and dive.

406

I want everyone to know about us. I want us all to be protected. We all want our calves to live and

428

grow to be adults. We hope that these rules and many more new ones will help us survive. We

447

don't want to be extinct.

452

Grade 7 Progress Monitoring Equating Table AUG - NOV – Suni

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<45	24	93	81	142	138	190	195
46	25	94	82	143	139	191	196
47	26	95	83		140	192	197
	27	96	84	144	141	193	198
48	28	97	85	145	142		199
49	29	98	86	146	143	194	200
50	30		87	147	144	195	201
51	31	99	88	148	145	196	202
52	32	100	89		146	197	203
53	33	101	90	149	147	198	204
	34	102	91	150	148	199	205
54	35	103	92	151	149		206
55	36		93	152	150	200	207
56	37	104	94	153	151	201	208
57	38	105	95	154	152	202	209
58	39	106	96		153	203	210
	40	107	97	155	154	204	211
59	41	108	98	156	155	205	212
60	42	109	99	157	156		213
61	43		100	158	157	206	214
62	44	110	101	159	158	207	215
63	45	111	102	160	159	208	216
64	46	112	103		160	209	217
	47	113	104	161	161	210	218
65	48	114	105	162	162		219
66	49	115	106	163	163	211	220
67	50		107	164	164	212	221
68	51	116	108	165	165	213	222
69	52	117	109		166	214	223
70	53	118	110	166	167	215	224
	54	119	111	167	168	216	225
71	55	120	112	168	169		226
72	56		113	169	170	217	227
73	57	121	114	170	171	218	228
74	58	122	115	171	172	>219	229
75	59	123	116		173		
	60	124	117	172	174		
76	61	125	118	173	175		
77	62	126	119	174	176		
78	63		120	175	177		
79	64	127	121	176	178		
80	65	128	122	177	179		
81	66	129	123		180		
	67	130	124	178	181		
82	68	131	125	179	182		
83	69	132	126	180	183		
84	70		127	181	184		
85	71	133	128	182	185		
86	72	134	129		186		
87	73	135	130	183	187		
	74	136	131	184	188		
88	75	137	132	185	189		
89	76		133	186	190		
90	77	138	134	187	191		
91	78	139	135	188	192		
92	79	140	136		193		
	80	141	137	189	194		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
22	There is a Suni is a pink dolphin * Chinese White Dolphin that is pink	1
47	There is a problem with the dolphin Suni dolphins	2
61	The dolphin Suni lives near Hong Kong in the Pearl River Delta in China	3
79	There are very few less than 200 of the dolphins Chinese White Dolphins	4
98	They The dolphins change colors turn from black to pink as they grow get older	5
137	Adult Full-grown dolphins are long 8–9 feet	6
147	Not very many Few dolphins live to be big adults very old or Most dolphins don't live to the age time they turn pink	7
183	The dolphins are endangered might become extinct or getting being killed off	8
194	The water is dirty polluted full of sewage unhealthy	9

* "White" is not an acceptable synonym for "pink."

† "Killed" is not an acceptable synonym for "endangered;" however, "killed off" is acceptable.

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
215	They The dolphins get hit by boats fishermen or are get trapped in fishermen's nets	10
241	People Humans helped him her Suni the dolphin when he she Suni it was hurt injured scarred	11
263	He She Suni The dolphin was lucky to survive live be alive or Most Many dolphins don't get help survive getting hurt	12
293	There isn't enough food for the dolphins or The fishermen are catching all the dolphins' fish food	13
299	They The dolphins have to live there in that particular place in those waters close to the shore or can't leave the area	14
329	Hong Kong Laws tried to keep them the dolphins safe protected or Legislation has Laws have been unsuccessful not helped keep the dolphins safe	15
360	Hong Kong raises money for the dolphins by having people pay to bringing people to see them watch them	16
379	The dolphins don't like are afraid of move away from go away from the boats	17

Table continues on the next page.

Retell Scoring Guide (cont.)

Suni (3 of 3)

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
404	Sometimes the dolphins <div style="display: flex; justify-content: space-between; border-top: 1px dashed black; border-bottom: 1px dashed black;"> <div style="border-right: 1px dashed black; padding: 5px;">let people see them</div> <div style="border-right: 1px dashed black; padding: 5px;">jump perform dive</div> <div style="padding: 5px;"><i>or</i></div> </div> <div style="display: flex; justify-content: space-between; border-top: 1px dashed black; border-bottom: 1px dashed black;"> <div style="border-right: 1px dashed black; padding: 5px;">jump perform dive</div> <div style="padding: 5px;">for people for spectators</div> </div>	18
420	He She Suni The dolphin <div style="display: flex; justify-content: space-between; border-top: 1px dashed black; border-bottom: 1px dashed black;"> <div style="border-right: 1px dashed black; padding: 5px;">wants to</div> <div style="border-right: 1px dashed black; padding: 5px;">save protect</div> <div style="border-right: 1px dashed black; padding: 5px;">the other</div> <div style="padding: 5px;">dolphins calves babies</div> </div>	19
446	He She Suni The dolphin <div style="display: flex; justify-content: space-between; border-top: 1px dashed black; border-bottom: 1px dashed black;"> <div style="border-right: 1px dashed black; padding: 5px;">hopes the laws</div> <div style="border-right: 1px dashed black; padding: 5px;">save them</div> <div style="padding: 5px;"><i>or</i></div> </div> <div style="display: flex; justify-content: space-between; border-top: 1px dashed black; border-bottom: 1px dashed black;"> <div style="border-right: 1px dashed black; padding: 5px;">keep them from</div> <div style="padding: 5px;">going extinct dying off</div> </div>	20

Vickie and the Kitten
TCLD Title: Vickie and the Kitten
Lexile: 710 – 7th Grade Progress Monitoring Aug-Nov #9
Source: TAAS 2000

19
40
56
74
92

Vickie wanted a kitten more than anything. When she was old enough to take care of a pet, her parents bought her a kitten as a surprise. It was tiny and as white and soft as cotton. In fact, Vickie named him Cotton. After her parents brought him home, Vickie and her brother Kevin played with Cotton. They watched him chase a piece of string. They took turns holding him and petting his soft fur. Vickie and Kevin held the kitten close. Cotton purred and looked up at them with big green eyes.

93
112

Then Kevin began to sneeze, and his eyes became red. The more he held the kitten, the more he sneezed.

113
129

“Uh-oh,” their dad said with a worried look. “Maybe Kevin shouldn’t be in contact with the kitten.”

130

“I’ll keep Cotton in my room away from Kevin,” Vickie suggested. “Then Kevin won’t sneeze.”

145
161

But Kevin kept sneezing, and his eyes watered. Finally Vickie’s mom said, “I’m sorry, Vickie. We can’t keep Cotton if he makes Kevin sick.”

169
188
207

Vickie began to sob. Her mom hugged her and wiped away her tears. “Vickie, I know this is hard. But we’ll find a good home for Cotton. With Kevin sneezing, this isn’t the right home for a cat.” Vickie understood, but she was disappointed.

213
230
247

The next day Vickie’s mom suggested that they call Mrs. Parsi, who lived across the street. She already had two cats, but she might know someone who wanted a kitten. Vickie agreed sadly while Cotton purred happily.

250
270
290

“I do know a family who wants a kitten,” Mrs. Parsi told them in a cheerful voice. “Their last name is Martin. They just moved into the house next door to me. They had planned to get a kitten once they were settled in their new home.”

297
313
328

That evening Vickie and her mom knocked on the Martins’ door. Mr. and Mrs. Martin greeted them warmly. They smiled with delight when they saw Cotton. “He’s beautiful!” Mrs. Martin said. “Cotton is the perfect name for him.”

335

Mr. Martin noticed Vickie's sad face. He said, "Vickie, maybe you can help us take care of Cotton.

353

You can come over anytime and play with him."

362

Just then a girl about Vickie's age came down the stairs. "Oh, what a cute kitten!" she exclaimed

380

when she saw Cotton. "I love his big green eyes."

390

"His name is Cotton," Vickie said. "He loves to chase string."

401

Together the girls played with Cotton. They laughed as Cotton jumped for the string and ran after

418

it. They talked together as they played. Vickie learned that the girl's name was Marie. They would

435

be in the same class at school.

442

A while later Vickie's mom said it was time to go home. Vickie smiled as she said farewell to

461

Cotton and handed him to Marie. Vickie waved. She thought, "Cotton has the right home now, and

478

I have a new friend."

483

Grade 7 Progress Monitoring Equating Table AUG - NOV – Vickie and the Kitten

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<44	41	107	98	170	155
45	42	108	99	171	156
46	43	109	100	172	157
47	44	110	101	173	158
48	45	111	102	174	159
49	46	112	103	175	160
50-51	47	113	104	176	161
52	48	114-115	105	177	162
53	49	116	106	178	163
54	50	117	107	179-180	164
55	51	118	108	181	165
56	52	119	109	182	166
57	53	120	110	183	167
58	54	121	111	184	168
59	55	122	112	185	169
60	56	123	113	186	170
61-62	57	124	114	187	171
63	58	125-126	115	188	172
64	59	127	116	189-190	173
65	60	128	117	191	174
66	61	129	118	192	175
67	62	130	119	193	176
68	63	131	120	194	177
69	64	132	121	195	178
70	65	133	122	196	179
71-72	66	134	123	197	180
73	67	135	124	198	181
74	68	136-137	125	199	182
75	69	138	126	200-201	183
76	70	139	127	202	184
77	71	140	128	203	185
78	72	141	129	204	186
79	73	142	130	205	187
80	74	143	131	206	188
81	75	144	132	207	189
82-83	76	145	133	208	190
84	77	146-147	134	209	191
85	78	148	135	210	192
86	79	149	136	211-212	193
87	80	150	137	213	194
88	81	151	138	214	195
89	82	152	139	215	196
90	83	153	140	216	197
91	84	154	141	217	198
92	85	155	142	218	199
93-94	86	156	143	219	200
95	87	157-158	144	220	201
96	88	159	145	>221-222	202
97	89	160	146		
98	90	161	147		
99	91	162	148		
100	92	163	149		
101	93	164	150		
102	94	165	151		
103-104	95	166	152		
105	96	167	153		
106	97	168-169	154		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
4	A girl Vickie wanted a kitten	1
24	Her Vickie's parents mom and dad gave her bought her one a kitten when she was old enough to take care of it as a surprise	2
43	She Vickie named him the kitten Cotton because of his fur he was white he was soft	3
57	She Vickie and her brother and Kevin played with the kitten Cotton watched the kitten Cotton chase a piece of string	4
72	They Vickie and her brother (Kevin) held him (Cotton) and petted him	5
98	Kevin Her (Vickie's) brother sneezed got allergies had red eyes or The more Kevin her (Vickie's) brother held the kitten, Cotton, the more he (Kevin) sneezed got allergies got red eyes	6
130	Her Their dad thought Kevin shouldn't touch have contact with the kitten Cotton	7
136	Vickie kept suggested she keep thought about keeping wanted to keep it the kitten Cotton in her room away from her brother (Kevin)	8
164	Her Their mom said they couldn't keep it the kitten Cotton because Kevin kept sneezing because the kitten made Kevin sick	9
173	Vickie cried sobbed was sad	10

Table continues on the next page.

Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units
196	Her (Vickie's) mom Vickie	wanted promised was disappointed understood	to find a good home for that they had to get rid of	the kitten Cotton the kitten Cotton <i>or</i>	11
224	Her (Vickie's) mom	called decided to call suggested they call	the neighbor Mrs. Parsi *		12
262	Mrs. Parsi knew	a family the Martins other neighbors	who wanted a kitten		13
308	Vickie and her mom went to meet		the new neighbors the Martins		14
323	They † The Martins Mr. and Mrs. Martin	liked smiled at	the kitten Cotton		15
341	They † The neighbors The Martins Mr. Martin	noticed could tell saw noticed saw	Vickie was sad Vickie's sad face <i>or</i>		16
353	He They † The neighbors The Martins Mr. Martin	said Vickie could come	play with help take care of	the kitten Cotton	17
407	Vickie and	the girl the neighbor girl the Martins' daughter	played with	the kitten Cotton	18
440	The girl The neighbor girl The Martins' daughter Marie	was in Vickie's class			19
483	Cotton The kitten	had a home and Vickie had a friend			20

* It is acceptable for the student to say "Miss Parsi."

† The pronoun "they" is acceptable only if it is clear that student is referring to the Martins/neighbors.

Jane Goodall: A Friend to Chimpanzees
TCLD Title: Jane Goodall: A Friend to Chimpanzees
Lexile: 740 – 7th Grade Progress Monitoring Aug-Nov #10
Source: TAAS 2002

19
34
53

When Jane Goodall was a child, her family heard that a baby chimpanzee had been born at a zoo in London. To celebrate this exciting news, Goodall’s parents bought her a stuffed toy chimpanzee. She named it Jubilee after the real baby chimp at the zoo. From that day on, Goodall kept the stuffed animal by her side.

58
76
95

Jane Goodall was born on April 3, 1934, in London, England. As a child she was fascinated with animals. At the age of four, she sat for hours in a henhouse, watching closely. She wanted to find out how chickens lay eggs.

100
117

While walking to school, she often stopped to watch a bird or squirrel. By looking and listening, Goodall learned about animals.

121
140
157

From an early age Goodall loved to read. One of her favorite books was *The Story of Dr. Dolittle*, a tale about a man who could talk to animals. Goodall also enjoyed reading about wild animals. She began to dream about going to Africa to study them.

168
183
201
219
236
253
270

About three years after she finished high school, Goodall unexpectedly received a letter. It was from an old classmate whom Goodall had not heard from in a long time. The friend wrote that her family had moved to a farm in Africa. She invited Goodall for a visit, and Goodall accepted. For several months Goodall worked hard and saved money for the trip. She also read more about Africa. In 1957 Goodall sailed to Africa. After visiting her friend, Goodall began a job in Kenya. There she met a scientist who told her about a group of chimpanzees in nearby Tanzania. He helped arrange for her to study the chimps in the wild.

281
297
315
329
343
359
375
391
412
429

At first Goodall did not see many chimps. They would run away when she approached, but eventually they began to accept her. Within a few months they did not flee when she was near. Goodall watched how the animals lived and behaved. She carefully wrote down her observations. While doing so, she made many important discoveries about chimpanzees. She learned that chimps do not eat only plants, as scientists had thought. Chimps also eat insects and sometimes meat. Another of Goodall’s discoveries was even more amazing. One day she was watching a chimp that she called David Greybeard. David Greybeard poked a blade of grass into an insect mound. When he pulled out the blade of grass, it was covered with insects. Then he ate the insects off the blade of grass. Later Goodall saw the same chimp using a stick to collect insects. This showed Goodall that chimpanzees use tools to get food.

435

Goodall has spent many years studying chimpanzees and has become an expert on their behavior.

450

Now she travels around the world, giving speeches about chimps. She wants people to be

465

concerned about animals, both in zoos and in the wild. Wherever Goodall goes, her stuffed

480

chimpanzee Jubilee is by her side.

486

Grade 7 Progress Monitoring Equating Table AUG - NOV – Jane Goodall: A Friend to Chimpanzees

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<24	35	82	92	139	149
25	36	83	93	140	150
26	37	84	94	141	151
27	38	85	95	142	152
28	39	86	96	143	153
29	40	87	97	144	154
30	41	88	98	145	155
31	42	89	99	146	156
32	43	90	100	147	157
33	44	91	101	148	158
34	45	92	102	149	159
35	46	93	103	150	160
36	47	94	104	151	161
37	48	95	105	152	162
38	49	96	106	153	163
39	50	97	107	154	164
40	51	98	108	155	165
41	52	99	109	156	166
42	53	100	110	157	167
43	54	101	111	158	168
44	55	102	112	159	169
45	56	103	113	160	170
46	57	104	114	161	171
47	58	105	115	162	172
48	59	106	116	163	173
49	60	107	117	164	174
50	61	108	118	165	175
51	62	109	119	166	176
52	63	110	120	167	177
53	64	111	121	168	178
54	65	112	122	169	179
55	66	113	123	170	180
56	67	114	124	171	181
57	68	115	125	172	182
58	69	116	126	173	183
59	70	117	127	174	184
60	71	118	128	175	185
61	72	119	129	176	186
62	73	120	130	177	187
63	74	121	131	178	188
64-65	75	122	132	179	189
66	76	123	133	180	190
67	77	124	134	181	191
68	78	125	135	182	192
69	79	126	136	183	193
70	80	127	137	184	194
71	81	128	138	185	195
72	82	129	139	186	196
73	83	130	140	>187	197
74	84	131	141		
75	85	132	142		
76	86	133	143		
77	87	134	144		
78	88	135	145		
79	89	136	146		
80	90	137	147		
81	91	138	148		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
19	A chimpanzee was born at a zoo in London	1
34	She Jane Goodall got a toy chimpanzee a stuffed animal (chimpanzee) Jubilee always kept a toy chimpanzee a stuffed animal (chimpanzee) Jubilee with her by her side or	2
77	She Jane Goodall always liked was fascinated by animals	3
100	She Jane Goodall watched chickens hens to see to find out how they laid eggs	4
111	She Jane Goodall watched studied learned about listened to different animals birds squirrels when she was little	5
140	She Jane Goodall loved to read about animals a man who talked to animals Dr. Dolittle Her favorite books were about	6
168	She Jane Goodall dreamed of studying animals in Africa	7
187	After high school After she graduated she Jane Goodall got a letter from a friend an old classmate someone she hadn't heard from in a long time	8
216	The friend invited her (Goodall) to his/her place his/her farm Africa	9

Table continues on the next page.

Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
231	<p>She Jane Goodall</p> <p>got ready saved money</p> <p>to go to Africa for her trip to Africa to visit her friend</p> <p>or</p> <p>went sailed to Africa in 1957</p>	10
253	<p>She Jane Goodall</p> <p>started working got a job</p> <p>in Kenya</p>	11
281	<p>Someone in Kenya A scientist</p> <p>helped her study</p> <p>chimpanzees chimps</p> <p>in the wild in nature in Tanzania</p>	12
293	<p>The chimps</p> <p>would run away hide</p> <p>from her (Goodall)</p>	13
303	<p>They The chimps</p> <p>started began</p> <p>to trust to accept</p> <p>her (Goodall)</p>	14
348	<p>She Jane Goodall</p> <p>learned discovered</p> <p>that chimps</p> <p>don't eat just plants eat more than just plants</p> <p>or</p> <p>also eat insects meat</p>	15
413	<p>She Jane Goodall</p> <p>learned discovered</p> <p>that chimps use</p> <p>tools blades of grass sticks</p> <p>to get</p> <p>food insects</p>	16
447	<p>She Jane Goodall</p> <p>became is</p> <p>an expert on</p> <p>chimps chimpanzees</p> <p>or</p> <p>gives speeches on chimps around the world</p>	17
486	<p>She Jane Goodall</p> <p>still carries</p> <p>her stuffed chimpanzee Jubilee</p>	18

A Great Comet

TCLD Title: A Great Comet

Lexile: 780 – 7th Grade Progress Monitoring Aug-Nov #11

Source: TAAS 2000

18

40

For six months in 1997, people watched a glowing object in the night sky. Comet Hale-Bopp made a show in the sky that lasted from January to June. Its head shone as brightly as a star. Its tail swept back like a fan. Some people thought it might be the best comet to pass by Earth in 20 years.

60

79

98

117

134

152

Comets begin as dirty chunks of rock in an icy fog. Some of these rocks move toward the sun when its gravity pulls them. Once the rocks get near the sun, they begin to look like comets. Each comet forms a tail and a round head that are characteristic of all comets. The round head and tail make a comet easy to recognize. Comets travel in orbits, or circles, around the sun. These orbits can be big or small. Comets that make small orbits around the sun come near Earth every 200 years or less. They are not very bright, but we see them more often.

166

186

Hale-Bopp is a comet that makes big orbits around the sun. It will not pass near Earth again for about 2,400 years.

189

209

225

245

263

280

In the 1990s about 12 comets a year were discovered. Most of these could not be seen in the sky without special equipment because they did not come very close to Earth. Even though Hale-Bopp was far away from Earth, it could be seen because its head was huge. The heads of most comets are no larger than six miles in diameter. Hale-Bopp's head was about 25 miles across. Because of its size, Hale-Bopp glowed brightly. Most of the famous comets have had long, thin tails that streamed for millions of miles. Hale-Bopp's tail was wider and shorter.

291

306

324

341

362

368

People enjoyed watching Hale-Bopp for several reasons. It glowed brightly. Hale-Bopp could be seen without a telescope for six months, from an hour after sunset until an hour before sunrise each day. Everyone had sufficient time to see this bright traveler. There were plenty of chances to look at it. There will continue to be many more comets for us to see. Like Hale-Bopp, they will look like glowing balls in the night sky.

Grade 7 Progress Monitoring Equating Table AUG - NOV – A Great Comet

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<38	17	86	74	134	131	182	188
	18		75	135	132	183	189
39	19	87	76		133	184	190
40	20	88	77	136	134		191
41	21	89	78	137	135	185	192
42	22	90	79	138	136	186	193
43	23	91	80	139	137	187	194
	24	92	81	140	138	188	195
44	25		82		139	189	196
45	26	93	83	141	140		197
46	27	94	84	142	141	190	198
47	28	95	85	143	142	191	199
48	29	96	86	144	143	192	200
	30	97	87	145	144	193	201
49	31		88	146	145	194	202
50	32	98	89		146		203
51	33	99	90	147	147	195	204
52	34	100	91	148	148	196	205
53	35	101	92	149	149	197	206
54	36	102	93	150	150	198	207
	37	103	94	151	151	>199	208
55	38		95		152		
56	39	104	96	152	153		
57	40	105	97	153	154		
58	41	106	98	154	155		
59	42	107	99	155	156		
	43	108	100	156	157		
60	44		101	157	158		
61	45	109	102		159		
62	46	110	103	158	160		
63	47	111	104	159	161		
64	48	112	105	160	162		
65	49	113	106	161	163		
	50		107	162	164		
66	51	114	108		165		
67	52	115	109	163	166		
68	53	116	110	164	167		
69	54	117	111	165	168		
70	55	118	112	166	169		
	56	119	113	167	170		
71	57		114		171		
72	58	120	115	168	172		
73	59	121	116	169	173		
74	60	122	117	170	174		
75	61	123	118	171	175		
76	62	124	119	172	176		
	63		120	173	177		
77	64	125	121		178		
78	65	126	122	174	179		
79	66	127	123	175	180		
80	67	128	124	176	181		
81	68	129	125	177	182		
	69	130	126	178	183		
82	70		127		184		
83	71	131	128	179	185		
84	72	132	129	180	186		
85	73	133	130	181	187		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit						Ⓜ Maximum Possible Idea Units	
17	The comet Hale-Bopp	was in the sky	could be seen	for six months	from January to June		1	
34	It The comet Hale-Bopp	had a tail like a fan					or	2
	The comet's Hale-Bopp's	head	glowed shone shined	brightly as bright as a star				
60	People thought	it the comet Hale-Bopp	was the best in	a long time many years 20 years			3	
67	Comets	start begin	as rocks chunks of rock				4	
106	Comets	have are recognized by their	round heads and tails			or	5	
	The head and tail of the comet	form are made	when it gets	near close to close by	the sun			
132	Comets	move travel orbit circle	around the sun				6	
155	Comets	in that make	small	orbits circles	are	not very bright not as bright seen more often seen more frequently seen sooner seen every 200 years or less	7	
175	Hale-Bopp	makes big	orbits circles			or	8	
		won't be seen for	2,400 years a long time many years					

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units
212	Comets discovered	in the 1990s not long ago	did not come close to Earth us	or were hard to see needed special equipment to be seen	9
239	Hale-Bopp could be seen because it		was huge was really large had a huge head had a large head		10
260	Hale-Bopp's head was 25 miles		wide across in diameter		11
289	Hale-Bopp's tail was	wider than shorter than	most other	comets	12
302	People liked enjoyed	Hale-Bopp because it	glowed brightly	or could be seen viewed without a telescope special equipment	13
358	There will be	other more	comets	like Hale-Bopp that look like glowing balls in the sky	14

Jim Henson
TCLD Title: Jim Henson
Lexile: 800 – 7th Grade Progress Monitoring Aug-Nov #12
Source: TAAS 2001

17
35
53
71

Those of you who have seen the show Sesame Street know the wonderful puppets made by Jim Henson. When Henson was a child, he never played with puppets or saw a puppet show. But when he grew up, he made puppets that became famous. One of Henson’s first puppets was a frog made out of his mother’s old green coat. The frog’s best friend was a pig. Soon many other puppets followed.

72
91
107
124
142
161
180

Jim Henson was born in Mississippi in 1936. He lived in a small town, where he rode horses and fished. When Henson was in the fifth grade, his family moved near Washington, D.C. After high school Henson needed to find a job. A television station was looking for someone to work with puppets on a new show. Henson had learned about puppets when he had joined a puppet club in high school. He was excited about a chance to be on television. He and a friend made three puppets and tried out for the job. They were both hired, but the show was on television for only three weeks.

181
198
213
229

People at another television station liked Henson and his puppets. They decided to put them on an afternoon show. Later Henson did another show called Sam and His Friends. Many people thought only small children would be interested in watching it. People of all ages, however, thought the show was funny. In 1958 it won a prize for being one of the best shows in town.

247
262
278
293

Henson’s puppets began doing commercials on television, trying to get people to buy things such as coffee. His puppets also appeared on weekly television shows. In 1969 Henson helped make a new show called Sesame Street. On this show his puppets helped children learn numbers, letters, and shapes.

295
312

Seven years later Henson’s puppets had their own show. In 1980 the show was chosen as the greatest international television show of all time. It was seen in homes all over the world.

328
345
361
379
396

Henson worked below the stage so his puppets would be watched instead of him. When the camera was pointed in a certain direction, the people moving the puppets could not be seen. Henson always watched a television below the stage. This let him see exactly what the people at home saw during his show. Henson made his puppets seem real by turning their heads or changing the angle of their mouths. This made them appear to be sad, happy, or surprised.

409

428

429

Today people all over the world smile when they see these life-like puppets on television and in the movies.

Grade 7 Progress Monitoring Equating Table AUG - NOV – Jim Henson

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<27	31	92-93	88	158-159	145
28	32	94	89	160	146
29	33	95	90	161	147
30	34	96	91	162	148
31	35	97	92	163	149
32	36	98	93	164	150
33-34	37	99	94	165	151
35	38	100-101	95	166-167	152
36	39	102	96	168	153
37	40	103	97	169	154
38	41	104	98	170	155
39	42	105	99	171	156
40	43	106	100	172	157
41-42	44	107-108	101	173-174	158
43	45	109	102	175	159
44	46	110	103	176	160
45	47	111	104	177	161
46	48	112	105	178	162
47	49	113	106	179	163
48-49	50	114-115	107	180	164
50	51	116	108	181-182	165
51	52	117	109	183	166
52	53	118	110	184	167
53	54	119	111	185	168
54	55	120	112	186	169
55-56	56	121	113	187	170
57	57	122-123	114	188-189	171
58	58	124	115	190	172
59	59	125	116	191	173
60	60	126	117	192	174
61	61	127	118	193	175
62	62	128	119	194	176
63-64	63	129-130	120	195-196	177
65	64	131	121	197	178
66	65	132	122	198	179
67	66	133	123	199	180
68	67	134	124	200	181
69	68	135	125	201	182
70-71	69	136-137	126	202	183
72	70	138	127	203-204	184
73	71	139	128	205	185
74	72	140	129	206	186
75	73	141	130	207	187
76	74	142	131	208	188
77-78	75	143	132	209	189
79	76	144-145	133	210-211	190
80	77	146	134	>212	191
81	78	147	135		
82	79	148	136		
83	80	149	137		
84	81	150	138		
85-86	82	151-152	139		
87	83	153	140		
88	84	154	141		
89	85	155	142		
90	86	156	143		
91	87	157	144		

Retell Scoring Guide

Jim Henson

(page 1 of 2)

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
18	A guy Jim Henson created made puppets	1
28	He Henson never saw a puppet show played with puppets had puppets when he was little a child	2
52	He Henson made a puppet that was a frog or from his mother's coat	3
67	The frog's friend Another puppet he (Henson) made was a pig	4
78	He Henson was born in lived in Mississippi a small town the country 1936 or rode horses and fished	5
104	He Henson They Henson's family moved to Washington to D.C.	6
144	He Henson was in a puppet club learned about puppets became interested in puppets in high school	7
154	He Henson Henson and a friend tried out for wanted got was/were excited about made three puppets for a job on a a chance to be on a puppet show tv show	8
200	He Henson They Henson and his friend got on another an afternoon puppet show tv show or did another show called Sam and His Friends	9
232	People thought the show was funny one of the best shows in town	10

Table continues on the next page.

Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units			
252	His (Henson's) puppets did commercials	11			
283	<table border="0"> <tr> <td style="border-right: 1px dashed black;">He Henson</td> <td style="border-right: 1px dashed black;">started created made helped begin</td> <td>the show Sesame Street</td> </tr> </table>	He Henson	started created made helped begin	the show Sesame Street	12
He Henson	started created made helped begin	the show Sesame Street			
292	<table border="0"> <tr> <td style="border-right: 1px dashed black;">His (Henson's) puppets</td> <td style="border-right: 1px dashed black;">helped children learn</td> <td style="border-right: 1px dashed black;">numbers letters shapes</td> </tr> </table>	His (Henson's) puppets	helped children learn	numbers letters shapes	13
His (Henson's) puppets	helped children learn	numbers letters shapes			
319	<table border="0"> <tr> <td style="border-right: 1px dashed black;">His (Henson's) puppet show</td> <td style="border-right: 1px dashed black;">was</td> <td>seen around the world one of the greatest international shows of all time</td> </tr> </table>	His (Henson's) puppet show	was	seen around the world one of the greatest international shows of all time	14
His (Henson's) puppet show	was	seen around the world one of the greatest international shows of all time			
342	<table border="0"> <tr> <td style="border-right: 1px dashed black;">People could see the puppets on stage</td> <td>and not him (Henson) instead of him (Henson)</td> </tr> </table>	People could see the puppets on stage	and not him (Henson) instead of him (Henson)	15	
People could see the puppets on stage	and not him (Henson) instead of him (Henson)				
379	<table border="0"> <tr> <td style="border-right: 1px dashed black;">He Henson</td> <td>watched a tv below the stage to see what people saw</td> </tr> </table>	He Henson	watched a tv below the stage to see what people saw	16	
He Henson	watched a tv below the stage to see what people saw				
392	<table border="0"> <tr> <td style="border-right: 1px dashed black;">He Henson</td> <td style="border-right: 1px dashed black;">made his puppets seem real by</td> <td>turning their heads changing their mouths</td> </tr> </table>	He Henson	made his puppets seem real by	turning their heads changing their mouths	17
He Henson	made his puppets seem real by	turning their heads changing their mouths			
425	<table border="0"> <tr> <td style="border-right: 1px dashed black;">Today, people like to see his puppets</td> <td>on tv in movies</td> </tr> </table>	Today, people like to see his puppets	on tv in movies	18	
Today, people like to see his puppets	on tv in movies				

Dolley Madison Saves the Day
TCLD Title: Dolley Madison Saves the Day
Lexile: 830 – 7th Grade Progress Monitoring Aug-Nov #13
Source: SDAA 2004

15
30
44
61

During the War of 1812 between the United States and Great Britain, British troops marched toward Washington, D.C. They had already defeated a group of U.S. soldiers nearby. Now they were headed for the nation’s capital. They threatened to burn all government buildings, including the White House. The White House was the home of James Madison, the fourth President of the United States, and his wife Dolley.

67
83
98
113
129
145

On August 22, 1814, President Madison left the White House to join the U.S. soldiers. While Dolley waited to hear from him, she packed important documents, such as the Declaration of Independence and the Constitution. She sent them to Virginia for safekeeping. As the hours ticked by, Dolley began to worry. From her windows in the White House, she nervously watched people fleeing the city. On August 24 a courier delivered important information. He said that the British were approaching and that Dolley should leave immediately.

153
169
185
203
222
235
247
263
278
298
301

However, Dolley refused to go until one more task was complete. A large painting of George Washington was fastened tightly to the wall, but no tools were available to remove it. Dolley ordered that the frame be broken in order to remove the canvas. After the painting had been rolled up and sent to a safe place, Dolley raced from the White House, leaving behind almost all of her personal belongings. At 8:00 that evening, British troops entered Washington. Although the troops completely burned the White House and other government buildings, both President Madison and Dolley were safe. The precious painting of the first U.S. President and all important papers associated with the United States had been saved. Many would call Dolley’s actions heroic. But Dolley never thought of herself as a hero. She felt what she had done was her duty to the country as First Lady.

Grade 7 Progress Monitoring Equating Table AUG - NOV – *Dolley Madison Saves the Day*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<43	24	83	81	123	138	163	195
44	25	84	82		139		196
	26		83	124	140	164	197
45	27	85	84	125	141	165	198
46	28	86	85	126	142		199
	29		86		143	166	200
47	30	87	87	127	144	167	201
48	31	88	88	128	145	168	202
49	32		89		146		203
	33	89	90	129	147	169	204
50	34	90	91	130	148	170	205
51	35	91	92		149		206
	36		93	131	150	171	207
52	37	92	94	132	151	172	208
53	38	93	95	133	152		209
	39		96		153	173	210
54	40	94	97	134	154	174	211
55	41	95	98	135	155	>175	212
56	42		99		156		
	43	96	100	136	157		
57	44	97	101	137	158		
58	45	98	102		159		
	46		103	138	160		
59	47	99	104	139	161		
60	48	100	105	140	162		
	49		106		163		
61	50	101	107	141	164		
62	51	102	108	142	165		
63	52		109		166		
	53	103	110	143	167		
64	54	104	111	144	168		
65	55	105	112		169		
	56		113	145	170		
66	57	106	114	146	171		
67	58	107	115	147	172		
	59		116		173		
68	60	108	117	148	174		
69	61	109	118	149	175		
70	62		119		176		
	63	110	120	150	177		
71	64	111	121	151	178		
72	65	112	122		179		
	66		123	152	180		
73	67	113	124	153	181		
74	68	114	125	154	182		
	69		126		183		
75	70	115	127	155	184		
76	71	116	128	156	185		
77	72		129		186		
	73	117	130	157	187		
78	74	118	131	158	188		
79	75	119	132		189		
	76		133	159	190		
80	77	120	134	160	191		
81	78	121	135	161	192		
	79		136		193		
82	80	122	137	162	194		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
5	The U.S. and Britain were at war ----- It was the War of 1812	1
43	British soldiers troops were going threatened to burn the White House the U.S. capital the nation's capital government buildings	2
82	The President James Madison * joined was fighting with the soldiers	3
93	The President's wife Dolley * packed up kept safe saved important documents important papers the Constitution the Declaration of Independence	4
132	She Dolley could see saw people leaving fleeing the city ----- or People were leaving the capital fleeing from the British soldiers	5
147	Someone A guy A courier told warned Dolley she needed to leave get out the British were coming approaching ----- or	6
197	She Dolley wouldn't leave without the painting of George Washington * ----- or until they got removed took the painting of George Washington	7
224	She Dolley left her own things personal belongings behind	8
240	The troops The soldiers The British burned the White House government buildings	9

* Students should not be penalized for mispronouncing the proper nouns in this passage.

Table continues on the next page.

Retell Scoring Guide (cont.)

Dolley Madison Saves the Day (2 of 2)

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
277	People called her (Dolley) a hero her (Dolley's) actions heroic	10
301	She Dolley thought it was her duty job responsibility as First Lady as the President's wife	11

Faces on the Mountain
TCLD Title: Faces on the Mountain
Lexile: 950 – 7th Grade Progress Monitoring Aug-Nov #14
Source: SDAA 2003

16
34
51
67

In 1924 Doane Robinson of the South Dakota Historical Society had an idea. He thought carving huge stone faces into a mountainside would be a wonderful gift to the people of the United States. The monument would also attract tourists to his state. He hired sculptor Gutzon Borglum to do the carving. Mount Rushmore's giant faces now bring millions of visitors to South Dakota to see one of the largest public monuments ever created.

74
90
108
124
144
160
175
190
204

Borglum chose Mount Rushmore in the Black Hills as the site for the carving. The mountain's rock face was 400 feet high and 1,000 feet across. The carvings would last because the rock was hard granite without deep cracks or other obvious flaws. Because it faced southeast, the rock face was lit by the sun most of the day, so the carved faces would not be in the shadows. Robinson suggested carving the faces of western heroes such as Lewis and Clark. Borglum wanted to honor the Presidents who had helped make the United States a great nation. Borglum's vision won out. He chose George Washington, the first President, and Thomas Jefferson, the author of the Declaration of Independence. Next he chose Abraham Lincoln, his personal hero, and finally the great outdoorsman Theodore Roosevelt.

208
224
242
261
277
294
310
325
342

Work began on August 10, 1927. Artisans used dynamite to blast rock from the mountain. Then they cut away more rock to create the faces. These master craftsmen sat in special chairs on long cables that hung over the side of the mountain. Borglum used a five-foot-high plaster model of the faces to direct the workers. When workers started carving Jefferson's face, they found that the rock on that side of the mountain was unstable. Borglum had to readjust his plans and carve Jefferson on the other side of Washington. The original carving of Jefferson's face was blasted away with dynamite. Lincoln was carved after Jefferson, and Roosevelt was carved last. It took workers six and a half years to finish the carving, though the memorial wasn't completed for 14 years because of financial problems.

345
360
378
386

The memorial's 50th anniversary was celebrated with an elaborate party on July 3, 1991. Nineteen of the men who had helped build the monument attended. Today the site is more popular than ever, attracting close to three million visitors each year.

Grade 7 Progress Monitoring Equating Table AUG - NOV – *Faces on the Mountain*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<30	39	80	96	130	153	180	210
31	40	81	97	131	154	181	211
32	41	82	98	132	155	182	212
33	42	83	99	133	156	183	213
34	43	84	100	134	157	184	214
	44		101		158		215
35	45	85	102	135	159	185	216
36	46	86	103	136	160	186	217
37	47	87	104	137	161	187	218
38	48	88	105	138	162	188	219
39	49	89	106	139	163	189	220
40	50	90	107	140	164	190	221
41	51	91	108	141	165	191	222
	52		109		166	192	223
42	53	92	110	142	167		224
43	54	93	111	143	168	193	225
44	55	94	112	144	169	194	226
45	56	95	113	145	170	195	227
46	57	96	114	146	171	196	228
47	58	97	115	147	172	197	229
48	59	98	116	148	173	>198	230
	60		117	149	174		
49	61	99	118		175		
50	62	100	119	150	176		
51	63	101	120	151	177		
52	64	102	121	152	178		
53	65	103	122	153	179		
54	66	104	123	154	180		
55	67	105	124	155	181		
	68	106	125	156	182		
56	69		126		183		
57	70	107	127	157	184		
58	71	108	128	158	185		
59	72	109	129	159	186		
60	73	110	130	160	187		
61	74	111	131	161	188		
62	75	112	132	162	189		
63	76	113	133	163	190		
	77		134		191		
64	78	114	135	164	192		
65	79	115	136	165	193		
66	80	116	137	166	194		
67	81	117	138	167	195		
68	82	118	139	168	196		
69	83	119	140	169	197		
70	84	120	141	170	198		
	85		142		199		
71	86	121	143	171	200		
72	87	122	144	172	201		
73	88	123	145	173	202		
74	89	124	146	174	203		
75	90	125	147	175	204		
76	91	126	148	176	205		
77	92	127	149	177	206		
	93		150		207		
78	94	128	151	178	208		
79	95	129	152	179	209		

Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit					Ⓜ Maximum Possible Idea Units
22	A man Doane Robinson	wanted to	carve sculpt	faces into a mountain	or	1
		thought	carvings stone faces	would be a gift to	people citizens US citizens Americans	
	Millions of	visitors people tourists	go to see the faces	on Mount Rushmore in South Dakota on the monument	or	
52	Gutzon Borglum	was hired to	sculpt carve	the faces Mount Rushmore on the monument	or	2
	A sculptor Another man	sculpted carved	the faces Mount Rushmore the monument			
82	Mount Rushmore The mountain	is was	in the Black Hills 400 feet high 1,000 feet across			3
110	The rock The granite	would make the carvings last		or		4
		did not have	cracks flaws			
124	The faces	would not be in the shadow were mostly in the sun were facing southeast				5
162	They The men Robinson and Borglum	decided to carve Presidents		or		6
		decided not to carve	western heroes Lewis and Clark			
	Robinson One man	wanted suggested carving	western heroes Lewis and Clark	but Borglum but the other man but the sculptor	wanted US Presidents	

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit						Ⓜ Maximum Possible Idea Units
186	They Borglum	picked chose	Washington (the first President) * Jefferson (the author of the Declaration of Independence) * Lincoln (his personal hero) * Roosevelt (a great outdoorsman) *				7
233	They had to		blast the rock use dynamite cut away rock	to make to create to carve to sculpt	the faces		8
251	The craftsmen The carvers The workers		worked from were attached to sat in chairs attached to		long cables on the side of the mountain		9
	The sculptor Borglum		used a model to	direct help	the craftsmen the carvers the workers		
298	Jefferson's	face carving sculpture	had to be moved had to be switched	because of due to the	unstable weak	rock granite mountain	10
333	It took	over six years six and a half years		to finish the	faces carvings	<i>or</i>	11
359	Some Nineteen	of the workers were at the 50th anniversary of the memorial					12
	The Its The memorial's Mount Rushmore's	50th anniversary was in 1991					

* To earn credit for this idea unit, the student must mention at least two presidents or stated reasons for their inclusion.