

# 8th 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 8

### Progress Monitoring August-November

STORY	LEXILE	TEXT TYPE
WHAT WAS AMANDA'S MESSAGE?	590	N
MISTIPPEE	640	N
A FRIEND ON THE TRAIL	650	N
SUNI	660	E
AN UNUSUAL JOB	690	E
UNDERGROUND TOWN	700	E
VICKIE AND THE KITTEN	710	N
A WONDERFUL FRIENDSHIP	800	E
MRS. MASON'S GIFT	820	N
SPREADING WILDFLOWERS	910	E
CORAL REEFS	950	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	
<b>A</b> Time in seconds		Number of errors	
		<b>B</b> Number of words read correctly	
		$(60 \times \mathbf{B}) \div \mathbf{A} =$ Words correct per minute (WCPM)	
			<b>C EQUATED SCORE</b>
Comprehension Retell			
<b>X</b> Recalled idea units		<b>Y</b> Maximum possible idea units	
		$\mathbf{X} \div \mathbf{Y} = \mathbf{Z}$ <b>PASSAGE RETELL SCORE</b>	

**What Was Amanda’s Message?**  
**TCLD Title: What Was Amanda’s Message?**  
**Lexile: 590 – 8th Grade Progress Monitoring Aug-Nov #1**  
**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 8 Progress Monitoring Equating Table AUG - NOV – *What Was Amanda's Message?***

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<28	-3	85	54	141	111	197	168
29	-2	86	55	142	112	198	169
30	-1	87	56	143	113	199	170
31	0	88	57	144	114	200	171
32	1	89	58	145	115	201	172
33	2	90	59	146	116	202	173
34	3	91	60	147	117	203	174
35	4		61	148	118	204	175
36	5	92	62	149	119	205	176
37	6	93	63	150	120	206	177
38	7	94	64	151	121	207	178
39	8	95	65	152	122	208	179
40	9	96	66	153	123	209	180
41	10	97	67	154	124	210	181
42	11	98	68	155	125	211	182
43	12	99	69	156	126	212	183
44	13	100	70	157	127	213	184
45	14	101	71	158	128	214	185
46	15	102	72	159	129	215	186
47	16	103	73	160	130	216	187
48	17	104	74	161	131	217	188
49	18	105	75	162	132	218	189
50	19	106	76	163	133	219	190
51	20	107	77	164	134	220	191
52	21	108	78	165	135	221	192
53	22	109	79	166	136	222	193
54	23	110	80		137	223	194
55	24	111	81	167	138	224	195
56	25	112	82	168	139	225	196
57	26	113	83	169	140	226	197
58	27	114	84	170	141	227	198
59	28	115	85	171	142	228	199
60	29	116	86	172	143	229	200
61	30	117	87	173	144	230	201
62	31	118	88	174	145	231	202
63	32	119	89	175	146	232	203
64	33	120	90	176	147	233	204
65	34	121	91	177	148	234	205
66	35	122	92	178	149	235	206
67	36	123	93	179	150	236	207
68	37	124	94	180	151	237	208
69	38	125	95	181	152	238	209
70	39	126	96	182	153	239	210
71	40	127	97	183	154	240	211
72	41	128	98	184	155	241	212
73	42	129	99	185	156		213
74	43	130	100	186	157	242	214
75	44	131	101	187	158	243	215
76	45	132	102	188	159	>244	216
77	46	133	103	189	160		
78	47	134	104	190	161		
79	48	135	105	191	162		
80	49	136	106	192	163		
81	50	137	107	193	164		
82	51	138	108	194	165		
83	52	139	109	195	166		
84	53	140	110	196	167		

# 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	11
275	noticed that thought wondered if the willow tree's roots were finding water	12
344	She The girl Amanda	13
381	told the people villagers to dig a well by near close to the willow's roots	14
404	The people The villagers	15
440	listened knew it was important because she Amanda the girl almost never barely talked spoke	16
440	The people The villagers	15
440	Everyone was The villagers were happy that she Amanda the girl and the willow tree helped save them or She Amanda was happy that she and the willow tree helped save them the villagers the village	16



**Mistippee**  
**TCLD Title: Mistippee**  
**Lexile: 640 – 8th Grade Progress Monitoring Aug-Nov #2**  
**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 8 Progress Monitoring Equating Table AUG - NOV – *Mistippee*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<57	44	117	101	178	158	238	215
58	45	118-119	102	179	159	239	216
59	46	120	103	180	160	240	217
60	47	121	104	181	161	241	218
61	48	122	105	182	162	242-243	219
62	49	123	106	183	163	244	220
63	50	124	107	184	164	245	221
64-65	51	125	108	185	165	246	222
66	52	126	109	186	166	247	223
67	53	127	110	187	167	248	224
68	54	128	111	188	168	249	225
69	55	129	112	189-190	169	250	226
70	56	130	113	191	170	251	227
71	57	131	114	192	171	252	228
72	58	132	115	193	172	253	229
73	59	133	116	194	173	254	230
74	60	134	117	195	174	255	231
75	61	135-136	118	196	175	256	232
76	62	137	119	197	176	257	233
77	63	138	120	198	177	258	234
78	64	139	121	199	178	259	235
79	65	140	122	200	179	260-261	236
80	66	141	123	201	180	262	237
81	67	142	124	202	181	263	238
82-83	68	143	125	203	182	264	239
84	69	144	126	204	183	>265	240
85	70	145	127	205	184		
86	71	146	128	206	185		
87	72	147	129	207-208	186		
88	73	148	130	209	187		
89	74	149	131	210	188		
90	75	150	132	211	189		
91	76	151	133	212	190		
92	77	152	134	213	191		
93	78	153-154	135	214	192		
94	79	155	136	215	193		
95	80	156	137	216	194		
96	81	157	138	217	195		
97	82	158	139	218	196		
98	83	159	140	219	197		
99	84	160	141	220	198		
100-101	85	161	142	221	199		
102	86	162	143	222	200		
103	87	163	144	223	201		
104	88	164	145	224	202		
105	89	165	146	225-226	203		
106	90	166	147	227	204		
107	91	167	148	228	205		
108	92	168	149	229	206		
109	93	169	150	230	207		
110	94	170	151	231	208		
111	95	171-172	152	232	209		
112	96	173	153	233	210		
113	97	174	154	234	211		
114	98	175	155	235	212		
115	99	176	156	236	213		
116	100	177	157	237	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
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;"> <span data-bbox="240 390 594 426">Both James and Mistippee</span> </div> <div style="display: flex; padding-left: 10px;"> <span data-bbox="646 352 1029 464">had to chop wood took care of the horses almost got kicked by a horse</span> </div>	19
571	James wants to see Mistippee again	20

**A Friend on the Trail**  
**TCLD Title: A Friend on the Trail**  
**Lexile: 650 – 8th Grade Progress Monitoring Aug-Nov #3**  
**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 8 Progress Monitoring Equating Table AUG - NOV – *A Friend on the Trail***

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<16-17	33	83	90	149	147	216	204
18	34	84	91	150-151	148	217	205
19	35	85	92	152	149	218	206
20	36	86-87	93	153	150	219	207
21	37	88	94	154	151	220-221	208
22	38	89	95	155	152	222	209
23-24	39	90	96	156	153	223	210
25	40	91	97	157-158	154	224	211
26	41	92	98	159	155	225	212
27	42	93-94	99	160	156	226	213
28	43	95	100	161	157	227-228	214
29	44	96	101	162	158	229	215
30-31	45	97	102	163	159	230	216
32	46	98	103	164-165	160	231	217
33	47	99	104	166	161	232	218
34	48	100-101	105	167	162	233	219
35	49	102	106	168	163	234-235	220
36	50	103	107	169	164	236	221
37-38	51	104	108	170	165	237	222
39	52	105	109	171-172	166	>238	223
40	53	106	110	173	167		
41	54	107-108	111	174	168		
42	55	109	112	175	169		
43	56	110	113	176	170		
44-45	57	111	114	177	171		
46	58	112	115	178-179	172		
47	59	113	116	180	173		
48	60	114-115	117	181	174		
49	61	116	118	182	175		
50	62	117	119	183	176		
51-52	63	118	120	184	177		
53	64	119	121	185-186	178		
54	65	120	122	187	179		
55	66	121-122	123	188	180		
56	67	123	124	189	181		
57	68	124	125	190	182		
58-59	69	125	126	191	183		
60	70	126	127	192-193	184		
61	71	127	128	194	185		
62	72	128	129	195	186		
63	73	129-130	130	196	187		
64	74	131	131	197	188		
65-66	75	132	132	198	189		
67	76	133	133	199-200	190		
68	77	134	134	201	191		
69	78	135	135	202	192		
70	79	136-137	136	203	193		
71	80	138	137	204	194		
72-73	81	139	138	205	195		
74	82	140	139	206-207	196		
75	83	141	140	208	197		
76	84	142	141	209	198		
77	85	143-144	142	210	199		
78	86	145	143	211	200		
79-80	87	146	144	212	201		
81	88	147	145	213-214	202		
82	89	148	146	215	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
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 – 8th Grade Progress Monitoring Aug-Nov #4**  
**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 8 Progress Monitoring Equating Table AUG - NOV – *Suni*

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

# 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 Sunis 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		let people see them jump perform dive	or for people for spectators	18	
420	He She Suni The dolphin	wants to	save protect	the other	dolphins calves babies	19
446	He She Suni The dolphin	hopes the laws	save them keep them from	or going extinct dying off	20	

**An Unusual Job**  
**TCLD Title: An Unusual Job**  
**Lexile: 690 – 8th Grade Progress Monitoring Aug-Nov #5**  
**Source: TAAS 2002**

18  
31

Robert Crisman has a big job. He works to keep the faces of four Presidents looking good. He repairs cracks on Abraham Lincoln’s nose. He smoothes the lines on George Washington’s forehead. Of course, Crisman does not work on real Presidents. He works on Mount Rushmore.

46  
64  
77  
94  
112  
126

What is Mount Rushmore? Mount Rushmore is a mountain in South Dakota. It is made of a very hard rock called granite. The faces of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt are carved into the side of this mountain. The carvings begin at the top of the mountain. They are about 60 feet tall. They were made as a monument to honor these great Presidents. The carvings make people think about what these leaders stood for — courage, leadership, freedom, and a love of country.

133  
151  
169  
186  
206

Why do the carvings need repair? Over time tiny cracks occur in the hard granite. When they first appear, these small cracks are not a problem. But the weather causes some to get bigger. In the winter, rain and melted snow get inside the cracks. When the water freezes, it makes the cracks longer and deeper. When a small crack becomes a large crack, it needs to be repaired. If it is not fixed, pieces of the carvings may break off.

214  
230  
250  
266  
284  
302  
318  
337  
355  
374

How does Robert Crisman do the repairs? Every September Crisman goes down the side of the mountain to see if anything needs to be repaired. To do this, he first puts on special gear. He uses safety belts like the ones used by people who climb mountains. Then Crisman straps himself into a seat. The seat is fastened to strong ropes. Two people on top of the mountain lower Crisman down. Each year Crisman works on the side of the mountain for four days. Each day he works on a different carving. As Crisman climbs around the huge faces, he carefully checks each one. He inspects the carvings for breaks and chips. If he finds a large crack, he fixes it. Before 1991 Crisman filled in the cracks with a paste that took three years to dry. Then a company made something new for him to use called silicone. The silicone fills up the cracks and dries in just one day.

375  
396  
414  
428  
436

When Crisman first started his job, he did not like to look at the ground so far below him. Now he is used to working up high. He likes his job and knows he is doing something important. About two million people visit Mount Rushmore each year. Robert Crisman’s work helps keep the Presidents’ faces looking good for everyone to see.

**Grade 8 Progress Monitoring Equating Table AUG - NOV – *An Unusual Job***

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<26	33	86	90	146	147	206	204
27-28	34	87-88	91	147-148	148	207-208	205
29	35	89	92	149	149	209	206
30	36	90	93	150	150	210	207
31	37	91	94	151	151	211	208
32	38	92	95	152	152	212	209
33	39	93	96	153	153	213	210
34	40	94	97	154	154	>214	211
35	41	95	98	155	155		
36	42	96	99	156	156		
37	43	97	100	157	157		
38	44	98	101	158	158		
39	45	99	102	159	159		
40	46	100	103	160	160		
41	47	101	104	161	161		
42	48	102	105	162	162		
43	49	103	106	163	163		
44	50	104	107	164	164		
45	51	105	108	165	165		
46	52	106	109	166	166		
47-48	53	107-108	110	167-168	167		
49	54	109	111	169	168		
50	55	110	112	170	169		
51	56	111	113	171	170		
52	57	112	114	172	171		
53	58	113	115	173	172		
54	59	114	116	174	173		
55	60	115	117	175	174		
56	61	116	118	176	175		
57	62	117	119	177	176		
58	63	118	120	178	177		
59	64	119	121	179	178		
60	65	120	122	180	179		
61	66	121	123	181	180		
62	67	122	124	182	181		
63	68	123	125	183	182		
64	69	124	126	184	183		
65	70	125	127	185	184		
66	71	126	128	186	185		
67-68	72	127-128	129	187-188	186		
69	73	129	130	189	187		
70	74	130	131	190	188		
71	75	131	132	191	189		
72	76	132	133	192	190		
73	77	133	134	193	191		
74	78	134	135	194	192		
75	79	135	136	195	193		
76	80	136	137	196	194		
77	81	137	138	197	195		
78	82	138	139	198	196		
79	83	139	140	199	197		
80	84	140	141	200	198		
81	85	141	142	201	199		
82	86	142	143	202	200		
83	87	143	144	203	201		
84	88	144	145	204	202		
85	89	145	146	205	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
17	A man Robert Crisman works on repairs cracks in smoothes lines in Presidents' faces or makes the Presidents' faces look good	1
58	Mount Rushmore is made of granite a hard rock or in South Dakota	2
88	George Washington's * Thomas Jefferson's * Abraham Lincoln's * Theodore Roosevelt's * face is carved into the mountain granite Mount Rushmore	3
103	The faces The carvings are 60 feet tall	4
114	Mount Rushmore The carvings The monument They † It is (are) to honor remember the Presidents or represent(s) make(s) people think about courage leadership freedom love of country	5
167	Weather Rain Ice Melted snow Frozen water makes the cracks in the rock granite mountain carvings bigger longer deeper	6
214	If the cracks aren't fixed, pieces can break off	7

\* To earn credit for this idea unit, the student must supply at least one President's last name. The student should not be penalized for mispronouncing the name.

† Using the pronoun "they" is only acceptable if it is clear the student is referring to the carvings.

Table continues on the next page.

Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
239	<p>Every September Every year</p> <p>he Crisman</p> <p>checks the inspects the</p> <p>mountain faces carvings</p> <p>or</p> <p>sees if the</p> <p>mountain faces carvings</p> <p>need(s) repair</p>	8
285	<p>He Crisman</p> <p>uses</p> <p>ropes climbing gear safety belts equipment</p> <p>to be lowered down the</p> <p>mountain faces carvings</p> <p>or</p> <p>People lowered</p> <p>him Crisman</p> <p>down the</p> <p>mountain face carvings</p>	9
298	<p>He Crisman</p> <p>works on a different</p> <p>face carving</p> <p>every day each day</p> <p>or</p> <p>It takes four days to repair the faces</p>	10
351	<p>He Crisman</p> <p>first used used to use</p> <p>a paste that took 3 years to dry</p>	11
375	<p>Now,</p> <p>he Crisman</p> <p>uses</p> <p>silicone something new</p> <p>that dries in</p> <p>one day a day quickly</p>	12
390	<p>At first,</p> <p>he Crisman</p> <p>was scared couldn't look down did not like to look at the ground</p> <p>or</p> <p>Now,</p> <p>he Crisman</p> <p>is used to working up high is not scared of heights</p>	13
413	<p>He Crisman</p> <p>knows it is an important job</p> <p>or</p> <p>His Crisman's</p> <p>work is seen by</p> <p>millions of several million a lot of many</p> <p>people</p>	14

**Underground Town**  
**TCLD Title: Underground Town**  
**Lexile: 700 – 8th Grade Progress Monitoring Aug-Nov #6**  
**Source: SDAA 2004**

16  
34  
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67

How would you like to live underground? Many families in the town of Coober Pedy, Australia, do just that. Their houses, called dugouts, are carved out of the earth. They are similar to regular houses. They have kitchens, bedrooms, and living rooms, but they have few windows. Most of the light in the houses is artificial. It comes from lamps and overhead lights instead of direct sunlight. The roofs of the homes are made of layers and layers of dirt.

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98  
114  
132

People in the town build dugouts because of where they live. Coober Pedy is in a desert in southern Australia. Temperatures can climb as high as 120 degrees in the summer. They can plunge as low as 32 degrees in the winter. Dust storms and swarms of flies can make life miserable. Underground, though, it is always a comfortable 75 degrees. People don't even need fans.

146  
165

Why would people want to live in such a place? Coober Pedy is an opal-mining town. Opals are colorful stones used for jewelry. The mines in Coober Pedy produce most of the world's opals.

181  
196  
212  
226  
229

Early settlers in Coober Pedy realized that they could avoid the harsh temperatures by building their homes underground. Today almost half of the 3,500 people in the town live in dugouts. Restaurants, schools, and other buildings are also underground. People in Coober Pedy enjoy their lives "down under."

**Grade 8 Progress Monitoring Equating Table AUG - NOV – *Underground Town***

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

# 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	People Families	in Australia in Coober Pedy	live	underground in dugouts	1
35	They The dugouts The underground homes		are similar to regular homes houses	or have kitchens, bedrooms, and living rooms*	2
47	They The dugouts The underground homes	have	few windows mostly artificial light little sunlight	or The people use lamps for light overhead lights	3
80	The roofs are made of layers of dirt				4
91	They The people Australians	build dugouts live underground have this kind of home		because of where they live because they live in a desert	5
111	It's	hot 120 degrees	in the summer	or cold 32 degrees in the winter	6
132	There are †	dust storms lots of flies (bugs)		or make it hard to live there or Dust storms Flies (bugs) make life miserable hard intolerable	7
139	Underground In the dugout	it is	comfortable 75 degrees the same temperature		8
163	They The people	live stay	in the town	to mine opals because the opals are there	9

\*To earn credit for this idea unit option, the student must supply at least two of the three details.

†The student may also earn credit for this idea unit by referring to the lack of dust, flies, or bugs underground.

Table continues on the next page.



# of Words Read	⊗ Recalled Idea Unit			Ⓜ Maximum Possible Idea Units	
181	The town Coober Pedy	produces is responsible for	most of the opals in the world  or the town Coober Pedy	10	
199	They The people Early settlers	have had	homes underground dugouts	to avoid harsh temperatures	11
212	Half the people	live	underground in dugouts		12
220	Businesses Schools Restaurants Other buildings	are also underground	or People Families	13	
		in Coober Pedy enjoy living	"down under" underground		

**Vickie and the Kitten**  
**TCLD Title: Vickie and the Kitten**  
**Lexile: 710 – 8th Grade Progress Monitoring Aug-Nov #7**  
**Source: TAAS 2000**

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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.

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112

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

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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.”

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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.

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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.”

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

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<21	6	80	63	140	120	199	177
22	7	81	64	141	121	200	178
23	8	82	65	142	122	201	179
24	9	83	66	143	123	202	180
25	10	84	67	144	124	203	181
26	11	85	68	145	125	204	182
27	12	86	69	146	126	205	183
28	13	87	70	147	127	206	184
29	14	88	71	148	128	207	185
30	15	89-90	72	149	129	208	186
31	16	91	73	150	130	209	187
32	17	92	74	151	131	210	188
33	18	93	75	152	132	211	189
34	19	94	76	153	133	212	190
35	20	95	77	154	134	213-214	191
36	21	96	78	155	135	215	192
37	22	97	79	156	136	216	193
38	23	98	80	157	137	217	194
39-40	24	99	81	158	138	218	195
41	25	100	82	159	139	219	196
42	26	101	83	160	140	220	197
43	27	102	84	161	141	221	198
44	28	103	85	162	142	222	199
45	29	104	86	163-164	143	223	200
46	30	105	87	165	144	224	201
47	31	106	88	166	145	225	202
48	32	107	89	167	146	226	203
49	33	108	90	168	147	227	204
50	34	109	91	169	148	228	205
51	35	110	92	170	149	229	206
52	36	111	93	171	150	230	207
53	37	112	94	172	151	231	208
54	38	113	95	173	152	232	209
55	39	114-115	96	174	153	233	210
56	40	116	97	175	154	234	211
57	41	117	98	176	155	235	212
58	42	118	99	177	156	236	213
59	43	119	100	178	157	>237	214
60	44	120	101	179	158		
61	45	121	102	180	159		
62	46	122	103	181	160		
63	47	123	104	182	161		
64-65	48	124	105	183	162		
66	49	125	106	184	163		
67	50	126	107	185	164		
68	51	127	108	186	165		
69	52	128	109	187	166		
70	53	129	110	188-189	167		
71	54	130	111	190	168		
72	55	131	112	191	169		
73	56	132	113	192	170		
74	57	133	114	193	171		
75	58	134	115	194	172		
76	59	135	116	195	173		
77	60	136	117	196	174		
78	61	137	118	197	175		
79	62	138-139	119	198	176		

# 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.

**A Wonderful Friendship**  
**TCLD Title: A Wonderful Friendship**  
**Lexile: 800 – 8th Grade Progress Monitoring Aug-Nov #8**  
**Source: TAAS 2000**

17  
32

Helen Keller was a young girl who couldn't see or hear. Alexander Graham Bell was the famous scientist who invented the telephone. These two famous people not only knew each other, but together they also opened up new worlds of conversation.

41  
59  
80  
98

Helen Keller was born in 1880. When she was a baby, she lost her sight and hearing. Because of her inability to hear, she did not learn how to speak. Even so, it was clear that she was an intelligent child and was eager to learn. Keller's family did everything they could to find a way to educate her.

100  
118  
136

When Helen Keller was six years old, her parents took her to see Alexander Graham Bell. He was well known for his inventions. He was also a teacher of deaf people. He considered teaching to be his most important work.

140  
154  
169  
185

Bell recognized Keller's intelligence. At his suggestion her parents hired a private teacher named Anne Sullivan. She worked with Keller every day. Through her persistence Sullivan was able to teach Keller words and their meanings. With a great deal of constant work, Sullivan taught Keller how to read and write. One of the first letters Keller wrote was to Bell.

200  
218  
238

Bell encouraged Keller to learn as much as she could. Sometimes they would go on rides or visit the zoo. They also shared a love of books. Bell would tell her stories by using his fingers to spell the letters of words in her hand.

245  
261  
279  
295

One day Bell told Keller about his invention called the telephone. He explained how it was enriching lives. People all over the world benefited by being able to talk to each other when they were in separate places. Although Keller could not use the phone without help, she understood that it was important.

298  
314

Bell opened a school for deaf students and formed an information center to help people understand the needs and abilities of deaf people. Keller was very interested in Bell's work with deaf children.

331  
349  
366  
382

Keller had worked hard and set goals for herself. Because she wanted to help Bell by telling other people about his work, she decided to take lessons to learn to speak. When she felt comfortable speaking in public, she gave a speech at Bell's information center. She told the audience how happy she was to be able to speak to them about Bell's work with deaf people.

398

413

430

447

Bell's invention of the telephone helped hearing people talk to each other. His teaching helped deaf people talk to each other and to the hearing world. His support and instruction helped Keller express herself by writing and even speaking. Helen Keller went on to finish college and became a well-known writer.

450

467

474

When she wrote a book about her life, Helen Keller dedicated it to Alexander Graham Bell. This was a symbol of their lasting friendship.



**Grade 8 Progress Monitoring Equating Table AUG - NOV – *A Wonderful Friendship***

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

# 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
11	A girl Helen Keller	couldn't	see hear	1
18	A man Alexander Graham Bell		was a scientist was an inventor invented the telephone	2
26	They Keller and Bell	were famous knew each other	opened new worlds of conversation communication	3
58	The girl Helen Keller	lost her did not could not	sight hearing when she was a baby or speak talk	4
81	She The girl Helen Keller	was intelligent wanted to learn was eager to learn		5
100	Her (Keller's) parents	wanted	to help her learn to educate her	6
116	They Her (Keller's) parents	took her (Keller) went	to see the scientist the inventor Alexander Graham Bell	7
131	He The man Bell	thought teaching was considered teaching to be was a teacher of used to teach	his most important work or deaf people	8
153	They Her (Keller's) parents	hired	a private teacher Anne Sullivan	9
172	The teacher Sullivan	taught her (Keller) words		10
190	The girl Keller	learned to read and write wrote her first letter to Bell		11

*Table continues on the next page.*

# Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units
205	He Bell	encouraged her (Keller) to learn			12
236	He Bell	told her (Keller) stories	with using	his hands his fingers	13
256	He Bell	told her (Keller) about inventing the telephone			14
277	The telephone	let people	all over the world in different places	talk to each other	15
305	He Bell	opened a school for deaf	students people children		16
321	He Bell	started an information center to tell people about the deaf			17
362	She Keller	decided set a goal	to learn how to speak to take lessons in speaking		18
395	She Keller	gave a speech about Bell's work at his information center			19
424	He Bell	helped hearing and deaf people talk to each other			20
444	She Keller	finished graduated	college	or became a writer	21
466	She Keller	dedicated	her autobiography a book about her life	to Bell	22
	Keller's Her	book about her life autobiography	was a symbol of her friendship with Bell		

**Mrs. Mason's Gift**  
**TCLD Title: Mrs. Mason's Gift**  
**Lexile: 820 – 8th Grade Progress Monitoring Aug-Nov #9**  
**Source: SDAA 2003**

15  
33  
51  
67  
83

Gina climbed the steps to Mrs. Mason's porch. She enjoyed visiting the former schoolteacher and listening to her stories. Mrs. Mason was sitting with a book on her lap, surrounded by her cats and the many plants she tended. Today was the day Gina would say good-bye until next summer. School would start next week. Her stay with her grandmother and the afternoons spent with her grandmother's neighbor Mrs. Mason were over for this year. Gina's parents were waiting for her in the car.

85  
102  
117

"Thanks for all the cookies and stories, Mrs. Mason. From what you've told me, school sure must have been different when you were teaching. It's hard to believe that computers weren't around then."

118  
135

Mrs. Mason smiled and said, "I have something for you." She handed Gina the book she was holding. The pages were blank. The word Journal was printed on the cover.

148  
164  
183  
201

After waving good-bye to her grandmother and thanking Mrs. Mason for the gift, Gina settled down in the back seat for the long drive home. She opened the journal Mrs. Mason had given her and found a letter inside. After reading it carefully, she knew she would soon fill her journal with memories of the summer and hopes for the new school year.

212

Dear Gina,

214  
234  
251  
270  
289  
307  
325  
343

Use this journal as a tool to focus on yourself and the world around you. You can write about your thoughts, memories, and daily life. Your journal will then be a personal record of things that are important to you. To keep a journal, follow these simple steps. 1. Set aside a time to write every day. Decide what time of day is best for you. 2. Write about things that interest you. People, places, and everyday happenings are good topics. You may choose to stick to prose or try some poetry. 3. Write the day's date before each entry. What you write will become more interesting to you as time goes by. Later you'll have fun reading your first entries. Once you start writing, you will get more ideas. I hope this little book will lead to many years of journal writing. See you next summer.

361  
363  
365

Your friend,  
Mrs. Mason

**Grade 8 Progress Monitoring Equating Table AUG - NOV – Mrs. Mason's Gift**

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

# Retell Scoring Guide

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

# of Words Read	X Recalled Idea Unit							Y Maximum Possible Idea Units
14	A girl Gina	liked enjoyed	seeing visiting	listening to hearing	stories from	Mrs. Mason * a former teacher		1
48	Gina The girl	was	saying goodbye going back to school					2
61	Gina The girl	spent stayed	the summer with her		grandmother grandma		3	
	Mrs. Mason was the neighbor of			Gina's the girl's				
109	The lady The neighbor Mrs. Mason	told	Gina the girl	about	school being different not having computers	when she was a teacher in the past		4
133	Mrs. Mason The lady The neighbor	gave handed		Gina the girl	a journal a diary a book		5	
188	Gina The girl	found	a letter a note	from	Mrs. Mason the lady the neighbor	inside the	journal diary book	6
224	Mrs. Mason The lady The neighbor	suggested told	Gina the girl	to use the	journal diary book	as a tool to focus on	herself the world around her	7
235	Gina The girl	could should	use the	journal diary book	to write	her memories about daily life important things her thoughts her ideas		8

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

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit						Ⓜ Maximum Possible Idea Units
262	Mrs. Mason The lady The neighbor	gave told ----- told	Gina the girl	steps for ----- to write	keeping a writing in the ----- each day † at the same time † poetry † the date on each entry † about interesting things/places/people †	journal diary book ----- <i>or</i>	9
327	Mrs. Mason The lady The neighbor	thought	Gina the girl	would get more ideas would become more interested ----- would like to read her own journal someday	----- <i>or</i>	as she wrote	10
357	Mrs. Mason The lady The neighbor	hoped	Gina the girl	would keep	writing a journal	for years	11

† To earn credit for the second option of this idea unit, the student must supply at least two of the crossed (†) details.

**Spreading Wildflowers**  
**TCLD Title: Spreading Wildflowers**  
**Lexile: 910 – 8th Grade Progress Monitoring Aug-Nov #10**  
**Source: TAAS 2001**

18  
37  
51

Claudia Taylor was born in Karnack, Texas, in 1912. As a young child she was given the nickname Lady Bird. She grew up in the country, and it was there that her lifelong love of nature began. Throughout her childhood and adult years, she has enjoyed being outdoors, looking for the beautiful flowers that grow naturally in open fields.

59  
75  
93  
108  
126

In 1929 the state of Texas started a wildflower program. The highway department waited for the flowers to go to seed before they were mowed. Then the seeds would spread and grow into plants the next year. Lady Bird enjoyed exploring the countryside in search of different wildflowers. She continued to do so after moving to Austin in 1930 to attend the University of Texas. Four years later Lady Bird married Lyndon B. Johnson.

133  
150  
166  
182

In 1964 Lyndon Johnson was running for President of the United States. As he and his wife traveled around the country, Lady Bird saw beauty as well as blight. Some areas suffered from neglect and ugliness. When Lady Bird's husband won the election, she wanted to do something to make the nation's capital look more beautiful. The following year she found a way to do that.

199  
217  
235  
251  
266  
281  
296  
309

Lady Bird helped set up the Committee for a More Beautiful Capital. She was chosen to head the group of volunteers. They met once a month at the White House to discuss ideas and make plans. They decided their program could be successful only if people in the community were willing to get involved. To attract attention, volunteers planted flowers around the city in hundreds of places that many people passed each day. They encouraged businesses to plant grass, shrubs, and flowers. They organized cleanups and fix-up projects in neighborhoods. They also tried to improve school yards and playgrounds. The committee gave awards each year to neighborhoods, businesses, and public spaces.

311  
327  
344  
358

The ideas of the committee quickly spread across the country. Some states began setting up their own programs to preserve flowers and to plant new ones. Thanks to Lady Bird, many of these programs included wildflowers. In the state of Texas, people continued to strengthen the program that had been adopted almost 40 years before the committee began its work.

371  
387  
402

The Johnsons returned to Texas in 1969. Lady Bird wanted to do something to encourage more people to plant wildflowers. She knew that little was known about growing these flowers in gardens and that more research needed to be done.



411

430

448

465

485

500

514

532

536

In 1970 Lady Bird began a project to make the city of Austin more lovely. A variety of colorful flowers and trees were planted along the banks of a major river. Trails for hiking and biking were also added. This project helped inspire the idea for building a center for studying native plants. In 1982 Lady Bird gave a large sum of money and 60 acres of land near Austin to build the National Wildflower Research Center. The purpose of the center was to learn about wildflowers and share new information with interested people everywhere. In 1998 Lady Bird was honored for her tireless efforts to make our nation more beautiful. The name of the center was changed to the Lady Bird Johnson Wildflower Center.

## Grade 8 Progress Monitoring Equating Table AUG - NOV – *Spreading Wildflowers*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<17	16	68	73	119	130	170	187
18	17	69	74	120	131	171	188
19	18	70	75	121	132	172	189
20	19	71	76	122	133	173	190
21	20	72	77	123	134	174	191
22	21	73	78	124	135	175	192
23	22	74	79	125	136	176	193
	23		80	126	137	177	194
24	24	75	81		138	178	195
25	25	76	82	127	139		196
26	26	77	83	128	140	179	197
27	27	78	84	129	141	180	198
28	28	79	85	130	142	181	199
29	29	80	86	131	143	182	200
30	30	81	87	132	144	183	201
31	31	82	88	133	145	184	202
	32	83	89	134	146	185	203
32	33		90	135	147	186	204
33	34	84	91		148		205
34	35	85	92	136	149	187	206
35	36	86	93	137	150	188	207
36	37	87	94	138	151	189	208
37	38	88	95	139	152	190	209
38	39	89	96	140	153	191	210
39	40	90	97	141	154	192	211
40	41	91	98	142	155	193	212
	42	92	99	143	156	194	213
41	43		100		157	195	214
42	44	93	101	144	158		215
43	45	94	102	145	159	196	216
44	46	95	103	146	160	197	217
45	47	96	104	147	161	198	218
46	48	97	105	148	162	199	219
47	49	98	106	149	163	200	220
48	50	99	107	150	164	201	221
49	51	100	108	151	165	202	222
	52		109	152	166	203	223
50	53	101	110		167	204	224
51	54	102	111	153	168		225
52	55	103	112	154	169	205	226
53	56	104	113	155	170	206	227
54	57	105	114	156	171	>207	228
55	58	106	115	157	172		
56	59	107	116	158	173		
57	60	108	117	159	174		
	61	109	118	160	175		
58	62		119	161	176		
59	63	110	120		177		
60	64	111	121	162	178		
61	65	112	122	163	179		
62	66	113	123	164	180		
63	67	114	124	165	181		
64	68	115	125	166	182		
65	69	116	126	167	183		
66	70	117	127	168	184		
	71	118	128	169	185		
67	72		129		186		

# 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												
6	<table border="1"> <tr> <td>A girl A lady A person Claudia Taylor Lady Bird</td> <td>was born in</td> <td>Texas the country Karnack 1912</td> </tr> <tr> <td colspan="2"></td> <td>or</td> </tr> <tr> <td colspan="2"></td> <td>was given the nickname "Lady Bird"</td> </tr> </table>	A girl A lady A person Claudia Taylor Lady Bird	was born in	Texas the country Karnack 1912			or			was given the nickname "Lady Bird"	1			
A girl A lady A person Claudia Taylor Lady Bird	was born in	Texas the country Karnack 1912												
		or												
		was given the nickname "Lady Bird"												
36	<table border="1"> <tr> <td>She Claudia Lady Bird</td> <td>liked loved</td> <td>nature being outdoors looking for flowers</td> </tr> </table>	She Claudia Lady Bird	liked loved	nature being outdoors looking for flowers	2									
She Claudia Lady Bird	liked loved	nature being outdoors looking for flowers												
69	<table border="1"> <tr> <td>Texas The state</td> <td colspan="2">started a wildflower program</td> </tr> </table>	Texas The state	started a wildflower program		3									
Texas The state	started a wildflower program													
84	<table border="1"> <tr> <td>The highway department The state Texas They *</td> <td colspan="2">waited for the flowers to go to seed before they mowed</td> </tr> <tr> <td colspan="2"></td> <td>or</td> </tr> <tr> <td>The seeds would</td> <td colspan="2">spread grow into plants</td> </tr> </table>	The highway department The state Texas They *	waited for the flowers to go to seed before they mowed				or	The seeds would	spread grow into plants		4			
The highway department The state Texas They *	waited for the flowers to go to seed before they mowed													
		or												
The seeds would	spread grow into plants													
116	<table border="1"> <tr> <td>The girl The lady Claudia Lady Bird</td> <td>moved to Austin</td> <td colspan="2"></td> </tr> <tr> <td colspan="2"></td> <td colspan="2">or</td> </tr> <tr> <td>went to</td> <td>college the university UT</td> <td colspan="2"></td> </tr> </table>	The girl The lady Claudia Lady Bird	moved to Austin					or		went to	college the university UT			5
The girl The lady Claudia Lady Bird	moved to Austin													
		or												
went to	college the university UT													
133	<table border="1"> <tr> <td>She Claudia Lady Bird</td> <td>married</td> <td>a man Lyndon B. Johnson LBJ</td> </tr> </table>	She Claudia Lady Bird	married	a man Lyndon B. Johnson LBJ	6									
She Claudia Lady Bird	married	a man Lyndon B. Johnson LBJ												
141	<table border="1"> <tr> <td>Her husband Johnson</td> <td>ran for became</td> <td>president</td> </tr> </table>	Her husband Johnson	ran for became	president	7									
Her husband Johnson	ran for became	president												
162	<table border="1"> <tr> <td>Lady Bird His wife</td> <td>saw</td> <td>beauty and blight neglect ugliness</td> <td>when traveling</td> </tr> </table>	Lady Bird His wife	saw	beauty and blight neglect ugliness	when traveling	8								
Lady Bird His wife	saw	beauty and blight neglect ugliness	when traveling											

\* The pronoun "they" is acceptable only if the student is clearly referring to the highway department or the state of Texas.

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit			Ⓜ Maximum Possible Idea Units
189	She Claudia Lady Bird	set up a committee		9
206	She Claudia Lady Bird	wanted to make the capital look more beautiful		10
220	She Claudia Lady Bird	Volunteers met once a month ----- was in charge of was the head of	----- or volunteers	11
262	They The committee The volunteers	got attention by planting flowers around the city		12
277	They The committee The volunteers	got encouraged	businesses and neighborhoods to plant clean up	13
329	Other states	set up their own programs ----- started ----- planted preserved	----- or using copying the committee's ideas ----- or flowers wildflowers	14
358	The state Texas	continued the wildflower program		15
391	She Claudia Lady Bird	she Claudia Lady Bird	wanted to encourage planting wildflowers ----- or started planting flowers along the river in Austin	16
450	The project	added built	bike paths trails hiking paths	17

Table continues on the next page.

# Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit			Ⓜ Maximum Possible Idea Units
464	The project inspired	building creating	a center for studying native plants	18
	She Claudia Lady Bird	started a center for	sharing information about studying learning about	
533	The center was named after Lady Bird			19
	The center's name was changed to the Lady Bird Johnson Wildflower Center			

## Coral Reefs

### TCLD Title: Coral Reefs

Lexile: 950 – 8th Grade Progress Monitoring Aug-Nov #11

Source: SDAA 2004

20

A coral reef is an interesting structure located in a warm, shallow part of the ocean. It is a beautiful world of shape and motion. Sunshine pours in through the ocean's surface, brightly illuminating the colorful scene. Many amazing plants and animals live in this underwater world. Fish swim through colorful rocky shapes, and crabs move in and out of caves.

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A coral reef is made by tiny animals called polyps. They discharge a substance from their bodies that hardens into limestone and forms their outside covering. Each polyp attaches itself to other polyps, adding other layers to the structure. The structure continues to grow upward until it becomes the base of a new coral reef. The three main types of coral reefs are the fringing reef, the barrier reef, and the atoll.

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133

A fringing reef is either connected to the shore or very close to it. It has a flat surface that appears at or below sea level. As it extends outward from the shore, it drops off into deeper water. It is usually divided into sections by channels of water, and it has a raised rim. There are many fringing reefs in the Hawaiian Islands.

154

174

192

197

Reefs that are farther out from shore are called barrier reefs. The water that lies between a barrier reef and the shore is a shallow pond called a lagoon. The Great Barrier Reef is located off the northeast coast of Australia and is about 1,250 miles long. Its distance from the shoreline ranges from 10 to 150 miles.

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255

The third kind of reef is called an atoll. This kind of reef forms islands in places where it rises above the ocean's surface. An atoll has a horseshoe or circular shape. Its lagoon is in the center and always has at least one place where it is connected to the open ocean. Ocean water flows through this space, keeping the lagoon's water fresh. The Marshall Islands, in the South Pacific Ocean, consist of many atolls. All coral reefs are important parts of our environment that continue to provide homes for many plants and animals.

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**Grade 8 Progress Monitoring Equating Table AUG - NOV – Coral Reefs**

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

# 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
6	Coral reefs * Coral structures * are colorful interesting beautiful in the shallow warm part of the ocean or	1
47	Fish Plants Crabs Animals live swim there in the coral in the reefs in the coral reefs or Crabs go move in and out of caves	2
69	Coral is Reefs are Coral reefs are made by tiny (small) animals polyps or A substance from polyps turns hardens into coral into limestone	3
94	Polyps attach to connect to one another each other or layer grow build upward on top of each other	4
122	There are fringing reefs, barrier reefs, and the atoll † or three types of coral reefs coral reefs	5
142	Fringing reefs are by connected close to the shore	6

\* To receive credit for this idea unit, the student must mention the phrases "coral reefs" or "coral structures."

† To receive credit for this idea unit, the student must mention two of the three types of coral.

Table continues on the next page.



# of Words Read	⊗ Recalled Idea Unit						Ⓜ Maximum Possible Idea Units	
152	Fringing reefs	have a flat surface	or	have a raised rim edge	or	are divided into sections by channels of water	7	
196	There are many fringing reefs in			Hawaii	the Hawaiian Islands		8	
208	Barrier reefs	are	farther out	from shore in the ocean	or	separated from shore by a lagoon	9	
238	The Great Barrier Reef	is	1,250 miles long	off the shore of Australia		close to Australia	10	
279	An atoll	makes	circular	horseshoe-shaped	islands	or	11	
	An atoll The atoll	forms makes	islands above the ocean's surface					
308	Its lagoon The atoll's lagoon	has	a	at least one	place where it	connects opens	to the ocean	12
331	There are atolls in the		Marshall Islands South Pacific Ocean				13	
340	Coral is Reefs are Coral reefs are	important to	the environment plants and animals the ocean				14	

**Faces on the Mountain**  
**TCLD Title: Faces on the Mountain**  
**Lexile: 950 – 8th Grade Progress Monitoring Aug-Nov #12**  
**Source: SDAA 2003**

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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.

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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.

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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.

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

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

# 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			11
		14 years to finish the memorial					
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.