

8th Grade Progress Monitoring

December–February Examiner Packet

Administer once between December and February using any one of the passages listed on the following page. Avoid selecting the same passage you administered between August and November.

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 Passages December-February

STORY	LEXILE	TEXT TYPE
CAROLINE HERSCHEL	500	E
THE WRITING PENCIL	510	N
WHAT WAS AMANDA'S MESSAGE?	590	N
MISTIPPEE	640	N
A FRIEND ON THE TRAIL	650	N
SUNI	660	E
A WONDERFUL FRIENDSHIP	800	E
MRS. MASON'S GIFT	820	N

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			

Caroline Herschel

Lexile: 500 – 8th Grade Progress Monitoring Dec-Feb #1

Source: Original Work

Did you know that one of the first women astronomers began her career as a maid?

- 16
32
48
- Caroline Herschel was one of six children. When Caroline was small, she suffered from a disease called typhus. She recovered, but her growth was permanently stunted. She only grew to be four feet three inches tall. Her father told her that the only thing she could do in life was to be a maid.
- 70
89
107
- Her brother, William, felt sorry for her. He took her to England to live with him. She was his housekeeper. William had a job as a chorus director. He was very skilled in music. But he really had an interest in astronomy. He began to make very powerful telescopes.
- 119
135
151
- Soon, people realized how well-made his telescopes were. He began making and selling them. He quit his chorus job. William became very respected in the field of astronomy. He even discovered Uranus.
- 152
168
184
- Caroline spent years watching her brother. She began to develop an interest in astronomy too. She learned all she could from him. Soon, she was helping him build telescopes. She kept wonderful notes about their observations.
- 188
205
- William even gave her her own telescope. He knew she would want to make observations on her own.
- 206
223
- Her first big accomplishment came when she discovered a comet. She would go on to discover 7 more.
- 224
240
254
- Caroline won several awards for her work in astronomy. She was even honored in other countries, including Germany and Prussia. In 1835, she became an honorary member of the Royal Astronomical Society. She was one of the first women to achieve this goal.
- 267
285
287
- Caroline lived to be 98 years old. She had many friends. When she died, everyone who knew her was sad.

Grade 8 Progress Monitoring Equating Table DEC - FEB – Caroline Herschel

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

Retell Scoring Guide

Caroline Herschel

(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
16	The first	woman lady female	astronomer was	was once started as used to be	a maid	1
32	When	she Caroline	was	young small a child a kid a girl	she had typhus had a disease was sick	2
42	She Caroline	was short * didn't grow tall * was only 4 feet 3 inches * <i>or</i> It The disease Typhus				3
	made her (Caroline) short *	<i>or</i> stunted her (Caroline's) growth * height *				
70	Her (Caroline's)	father dad	said told her	she could only be a maid		4
82	Her (Caroline's) brother William	let her (Caroline) live with him took her (Caroline) to England				5
112	He Her brother William	liked had an interest in	astronomy			6
119	He Her brother William	made sold	his own powerful	telescopes		7
152	He Her brother William	discovered	a planet Uranus			8
166	She Caroline	learned about astronomy from her brother (William) became interested in astronomy				9

* "Small" is not specific enough to be an acceptable synonym for Caroline's height.

Table continues on the next page.

Retell Scoring Guide (cont.)

Caroline Herschel (2 of 2)

# of Words Read	⊗ Recalled Idea Unit			Ⓜ Maximum Possible Idea Units
181	She Caroline	helped with the	telescopes observations notes	10
195	Her brother William	gave her (Caroline) a telescope		11
216	She Caroline	discovered comets		12
233	She Caroline	won awards for astronomy		13
267	She Caroline	was one of the first women to be honored	for astronomy by the Royal Astronomical Society	14
272	She Caroline	lived	for a long time to be 98	15

The Writing Pencil
TCLD Title: The Writing Pencil
Lexile: 510 – 8th Grade Progress Monitoring Dec-Feb #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 8 Progress Monitoring Equating Table DEC - FEB – *The Writing Pencil*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<42-43	41	116	98	189	155	262-263	212
44	42	117	99	190-191	156	264	213
45	43	118-119	100	192	157	265	214
46-47	44	120	101	193	158	266	215
48	45	121	102	194	159	267-268	216
49	46	122	103	195-196	160	269	217
50	47	123-124	104	197	161	270	218
51-52	48	125	105	198	162	271-272	219
53	49	126	106	199-200	163	273	220
54	50	127-128	107	201	164	274	221
55-56	51	129	108	202	165	275	222
57	52	130	109	203	166	276-277	223
58	53	131	110	204-205	167	278	224
59	54	132-133	111	206	168	279	225
60-61	55	134	112	207	169	280-281	226
62	56	135	113	208-209	170	282	227
63	57	136-137	114	210	171	283	228
64-65	58	138	115	211	172	284	229
66	59	139	116	212	173	285-286	230
67	60	140	117	213-214	174	287	231
68	61	141-142	118	215	175	288	232
69-70	62	143	119	216	176	289-290	233
71	63	144	120	217-218	177	291	234
72	64	145-146	121	219	178	292	235
73-74	65	147	122	220	179	293	236
75	66	148	123	221	180	294-295	237
76	67	149	124	222-223	181	296	238
77	68	150-151	125	224	182	297	239
78-79	69	152	126	225	183	298-299	240
80	70	153	127	226-227	184	300	241
81	71	154-155	128	228	185	301	242
82-83	72	156	129	229	186	302	243
84	73	157	130	230	187	303-304	244
85	74	158	131	231-232	188	305	245
86	75	159-160	132	233	189	306	246
87-88	76	161	133	234	190	307-308	247
89	77	162	134	235-236	191	309	248
90	78	163-164	135	237	192	310	249
91-92	79	165	136	238	193	311	250
93	80	166	137	239	194	312-313	251
94	81	167	138	240-241	195	314	252
95	82	168-169	139	242	196	315	253
96-97	83	170	140	243	197	316-317	254
98	84	171	141	244-245	198	318	255
99	85	172-173	142	246	199	319	256
100-101	86	174	143	247	200	320	257
102	87	175	144	248	201	321-322	258
103	88	176	145	249-250	202	323	259
104	89	177-178	146	251	203	324	260
105-106	90	179	147	252	204	325-326	261
107	91	180	148	253-254	205	327	262
108	92	181-182	149	255	206	328	263
109-110	93	183	150	256	207	329	264
111	94	184	151	257	208	330-331	265
112	95	185	152	258-259	209	332	266
113	96	186-187	153	260	210	333	267
114-115	97	188	154	261	211	>334	268

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 him the boy Josh			5
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

What Was Amanda’s Message?
TCLD Title: What Was Amanda’s Message?
Lexile: 590 – 8th Grade Progress Monitoring Dec-Feb #3
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 DEC - FEB – *What Was Amanda's Message?*

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

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 * or 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 or 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 or 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 or There was very little rain or 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.)

# 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 – 8th Grade Progress Monitoring Dec-Feb #4
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 DEC - FEB – *Mistippee*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<61	58	124-125	115	188	172	251	229
62-63	59	126	116	189	173	252	230
64	60	127	117	190	174	253	231
65	61	128	118	191	175	254	232
66	62	129	119	192	176	255	233
67	63	130	120	193	177	256	234
68	64	131	121	194	178	257	235
69	65	132	122	195	179	258-259	236
70	66	133	123	196-197	180	260	237
71	67	134-135	124	198	181	261	238
72-73	68	136	125	199	182	262	239
74	69	137	126	200	183	263	240
75	70	138	127	201	184	264	241
76	71	139	128	202	185	265	242
77	72	140	129	203	186	266	243
78	73	141	130	204	187	267	244
79	74	142	131	205	188	268-269	245
80	75	143	132	206-207	189	270	246
81	76	144-145	133	208	190	271	247
82-83	77	146	134	209	191	272	248
84	78	147	135	210	192	273	249
85	79	148	136	211	193	274	250
86	80	149	137	212	194	275	251
87	81	150	138	213	195	>276	252
88	82	151	139	214	196		
89	83	152	140	215	197		
90	84	153	141	216	198		
91	85	154	142	217-218	199		
92	86	155-156	143	219	200		
93-94	87	157	144	220	201		
95	88	158	145	221	202		
96	89	159	146	222	203		
97	90	160	147	223	204		
98	91	161	148	224	205		
99	92	162	149	225	206		
100	93	163	150	226	207		
101	94	164	151	227-228	208		
102	95	165-166	152	229	209		
103-104	96	167	153	230	210		
105	97	168	154	231	211		
106	98	169	155	232	212		
107	99	170	156	233	213		
108	100	171	157	234	214		
109	101	172	158	235	215		
110	102	173	159	236	216		
111	103	174	160	237-238	217		
112	104	175-176	161	239	218		
113-114	105	177	162	240	219		
115	106	178	163	241	220		
116	107	179	164	242	221		
117	108	180	165	243	222		
118	109	181	166	244	223		
119	110	182	167	245	224		
120	111	183	168	246	225		
121	112	184	169	247	226		
122	113	185	170	248-249	227		
123	114	186-187	171	250	228		

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 wood grass or open to let air in	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 – 8th Grade Progress Monitoring Dec-Feb #5
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 DEC - FEB – *A Friend on the Trail*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<24	28	84-85	85	145	142	205	199
25	29	86	86	146	143	206	200
26	30	87	87	147	144	207	201
27	31	88	88	148	145	208	202
28-29	32	89	89	149	146	209	203
30	33	90	90	150	147	210	204
31	34	91	91	151	148	211	205
32	35	92	92	152	149	212	206
33	36	93	93	153	150	213	207
34	37	94	94	154	151	214	208
35	38	95	95	155	152	215	209
36	39	96	96	156	153	216-217	210
37	40	97	97	157	154	218	211
38	41	98	98	158	155	219	212
39	42	99	99	159	156	220	213
40	43	100	100	160-161	157	221	214
41	44	101	101	162	158	222	215
42	45	102	102	163	159	223	216
43	46	103-104	103	164	160	224	217
44	47	105	104	165	161	225	218
45	48	106	105	166	162	226	219
46	49	107	106	167	163	227	220
47-48	50	108	107	168	164	228	221
49	51	109	108	169	165	229	222
50	52	110	109	170	166	230	223
51	53	111	110	171	167	231	224
52	54	112	111	172	168	232	225
53	55	113	112	173	169	233	226
54	56	114	113	174	170	234	227
55	57	115	114	175	171	235-236	228
56	58	116	115	176	172	237	229
57	59	117	116	177	173	238	230
58	60	118	117	178	174	239	231
59	61	119	118	179-180	175	240	232
60	62	120	119	181	176	241	233
61	63	121	120	182	177	242	234
62	64	122-123	121	183	178	243	235
63	65	124	122	184	179	244	236
64	66	125	123	185	180	245	237
65-66	67	126	124	186	181	246	238
67	68	127	125	187	182	247	239
68	69	128	126	188	183	248	240
69	70	129	127	189	184	249	241
70	71	130	128	190	185	250	242
71	72	131	129	191	186	251	243
72	73	132	130	192	187	252	244
73	74	133	131	193	188	>253	245
74	75	134	132	194	189		
75	76	135	133	195	190		
76	77	136	134	196	191		
77	78	137	135	197-198	192		
78	79	138	136	199	193		
79	80	139	137	200	194		
80	81	140	138	201	195		
81	82	141-142	139	202	196		
82	83	143	140	203	197		
83	84	144	141	204	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
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 Dec-Feb #6

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 DEC - FEB – *Suni*

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

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-left: 1px dashed black; border-right: 1px dashed black;"> <div style="border-right: 1px dashed black; padding: 5px;">let people see them</div> <div style="padding: 5px;">jump perform dive</div> </div> <div style="display: flex; justify-content: space-between; border-top: 1px dashed black; border-left: 1px dashed black; border-right: 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-left: 1px dashed black; border-right: 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-left: 1px dashed black; border-right: 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> <div style="display: flex; justify-content: space-between; border-top: 1px dashed black; border-left: 1px dashed black; border-right: 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

A Wonderful Friendship
TCLD Title: A Wonderful Friendship
Lexile: 800 – 8th Grade Progress Monitoring Dec-Feb #7
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 DEC - FEB – *A Wonderful Friendship*

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

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 Dec-Feb #8
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 DEC - FEB – Mrs. Mason's Gift

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

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	as she wrote ----- <i>or</i>	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.