

# 8th Grade Progress Monitoring

## March–May Examiner Packet

Administer once between March and May using any one of the passages listed on the following page. Avoid selecting a passage you have already administered this school year.

### 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.

Texas Middle School Fluency Assessment—Version 2.0 © 2010 Texas Education Agency, University of Houston, and The University of Texas System

These materials are copyrighted © by and are the property of the Texas Education Agency, the University of Houston, and The University of Texas System and may not be reproduced without their written permission, except by Texas public school educators in Texas under the following conditions:

1. any portion reproduced will be used exclusively for nonprofit educational purposes;
2. any portion reproduced will be reproduced in its entirety and remain unedited, unaltered, and unchanged in any way; and
3. no monetary charge is made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

## GRADE 8

### Progress Monitoring Passages March-May

STORY	LEXILE	TEXT TYPE
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	
<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>	

**The Writing Pencil**  
**TCLD Title: The Writing Pencil**  
**Lexile: 510 – 8th Grade Progress Monitoring Mar-May #1**  
**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 MAR - MAY – *The Writing Pencil*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<50-51	55	130	112	210	169	290	226
52	56	131-132	113	211-212	170	291-292	227
53	57	133	114	213	171	293	228
54-55	58	134-135	115	214-215	172	294	229
56	59	136	116	216	173	295-296	230
57-58	60	137	117	217	174	297	231
59	61	138-139	118	218-219	175	298-299	232
60	62	140	119	220	176	300	233
61-62	63	141-142	120	221-222	177	301	234
63	64	143	121	223	178	302-303	235
64-65	65	144	122	224	179	304	236
66	66	145-146	123	225-226	180	305-306	237
67	67	147	124	227	181	307	238
68-69	68	148-149	125	228-229	182	308	239
70	69	150	126	230	183	309-310	240
71-72	70	151	127	231	184	311	241
73	71	152-153	128	232-233	185	312-313	242
74	72	154	129	234	186	314	243
75-76	73	155-156	130	235-236	187	315	244
77	74	157	131	237	188	316-317	245
78-79	75	158	132	238	189	318	246
80	76	159-160	133	239-240	190	319-320	247
81	77	161	134	241	191	321	248
82-83	78	162-163	135	242-243	192	322	249
84	79	164	136	244	193	323-324	250
85-86	80	165	137	245	194	325	251
87	81	166-167	138	246-247	195	326-327	252
88	82	168	139	248	196	328	253
89-90	83	169-170	140	249-250	197	329	254
91	84	171	141	251	198	330-331	255
92-93	85	172-173	142	252	199	332	256
94	86	174	143	253-254	200	333-334	257
95	87	175	144	255	201	335	258
96-97	88	176-177	145	256-257	202	336	259
98	89	178	146	258	203	337-338	260
99-100	90	179-180	147	259	204	339	261
101	91	181	148	260-261	205	340-341	262
102	92	182	149	262	206	342	263
103-104	93	183-184	150	263-264	207	343	264
105	94	185	151	265	208	344-345	265
106-107	95	186-187	152	266	209	346	266
108	96	188	153	267-268	210	347-348	267
109	97	189	154	269	211	349	268
110-111	98	190-191	155	270-271	212	350	269
112	99	192	156	272	213	351-352	270
113-114	100	193-194	157	273	214	353	271
115	101	195	158	274-275	215	354-355	272
116	102	196	159	276	216	356	273
117-118	103	197-198	160	277-278	217	357	274
119	104	199	161	279	218	358-359	275
120-121	105	200-201	162	280	219	360	276
122	106	202	163	281-282	220	361-362	277
123	107	203	164	283	221	>363	278
124-125	108	204-205	165	284-285	222		
126	109	206	166	286	223		
127-128	110	207-208	167	287	224		
129	111	209	168	288-289	225		

# Retell Scoring Guide

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

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

**What Was Amanda’s Message?**  
**TCLD Title: What Was Amanda’s Message?**  
**Lexile: 590 – 8th Grade Progress Monitoring Mar-May #2**  
**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 MAR - MAY – *What Was Amanda's Message?***

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<86	56	135	113	184	170	233	227
87	57	136	114	185	171	234	228
	58	137	115	186	172	235	229
88	59	138	116	187	173	236	230
89	60		117	188	174	237	231
90	61	139	118		175	238	232
91	62	140	119	189	176		233
92	63	141	120	190	177	239	234
93	64	142	121	191	178	240	235
94	65	143	122	192	179	241	236
	66	144	123	193	180	242	237
95	67		124	194	181	243	238
96	68	145	125		182	244	239
97	69	146	126	195	183		240
98	70	147	127	196	184	245	241
99	71	148	128	197	185	246	242
100	72	149	129	198	186	247	243
	73	150	130	199	187	248	244
101	74		131	200	188	249	245
102	75	151	132		189	250	246
103	76	152	133	201	190		247
104	77	153	134	202	191	251	248
105	78	154	135	203	192	252	249
106	79	155	136	204	193	253	250
	80	156	137	205	194	254	251
107	81		138	206	195	255	252
108	82	157	139		196	256	253
109	83	158	140	207	197		254
110	84	159	141	208	198	257	255
111	85	160	142	209	199	258	256
112	86	161	143	210	200	259	257
	87	162	144	211	201	260	258
113	88	163	145	212	202	261	259
114	89		146	213	203	262	260
115	90	164	147		204	263	261
116	91	165	148	214	205		262
117	92	166	149	215	206	264	263
118	93	167	150	216	207	265	264
119	94	168	151	217	208	266	265
	95	169	152	218	209	267	266
120	96		153	219	210	268	267
121	97	170	154		211	269	268
122	98	171	155	220	212		269
123	99	172	156	221	213	270	270
124	100	173	157	222	214	271	271
125	101	174	158	223	215	272	272
	102	175	159	224	216	273	273
126	103		160	225	217	274	274
127	104	176	161		218	275	275
128	105	177	162	226	219		276
129	106	178	163	227	220	276	277
130	107	179	164	228	221	277	278
131	108	180	165	229	222	278	279
	109	181	166	230	223	>279	280
132	110		167	231	224		
133	111	182	168		225		
134	112	183	169	232	226		

# 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.)

## 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 Mar-May #3**  
**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 MAR - MAY – *Mistippee*

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

# 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;"> <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 Mar-May #4**  
**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 MAR - MAY – *A Friend on the Trail*

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

**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 MAR - MAY – *Suni*

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

**A Wonderful Friendship**  
**TCLD Title: A Wonderful Friendship**  
**Lexile: 800 – 8th Grade Progress Monitoring Mar-May #6**  
**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 MAR - MAY – *A Wonderful Friendship***

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

# 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 Mar-May #7**  
**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 MAR - MAY – Mrs. Mason's Gift**

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

# 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.