

# INSTRUCTIONS FOR PLACING 5<sup>TH</sup> GRADERS

The Reading Center contains 5 separate reading rooms, each corresponding to a different reading level:

<u>Reading Room</u>		<u>Reading Level</u>
Blue Circle	▶	1 <sup>st</sup> Grade
Red Star	▶	2 <sup>nd</sup> Grade
Green Square	▶	3 <sup>rd</sup> Grade
Yellow Triangle	▶	4 <sup>th</sup> Grade
Purple Diamond	▶	5 <sup>th</sup> Grade

The first step is to decide which reading room a student should be placed in. To do so, it is necessary to assess the student's current reading level to determine the best placement into The Reading Center.

## Materials Needed to Conduct Reading Assessments

1. Approximately 30 minutes with the student.
2. A stopwatch or timer (set to 1 minute).
3. Room Completion Form (page 2 below). Have a separate copy for each student.
4. Assessment Forms for Teacher's Use (pages 3-18). Have a separate copy for each student.
5. Assessment Forms for Student's Use (pages 20-34). The same copy can be reused across students.

## Procedures for Conducting Reading Assessments

There are 5 assessments -- one for each reading level (grades 1-5). Each assessment consists of 3 passages (a, b, c) that the student will read aloud for 1 minute while you follow along and record the student's performance as instructed.

- Start 5<sup>th</sup> Graders on Assessment 5 and complete 5a, 5b, and 5c in order.
- Follow the Curriculum-Based Measurement (CBM) procedures provided on the Teacher's Form for information on how to conduct and score the assessment.
- Put the student's scores from 5a, 5b, and 5c onto the student's Room Placement Form (page 3). Follow the instructions provided to determine the following:
  - If the student's scores meet the set criteria, then place the student in the room specified on the Room Placement Form.
  - If the student's scores do not meet the set criteria, then assess the student at the next reading level down as specified on the Room Placement Form.
- Continue the process as needed until the student may be placed into a reading room.

Please note that The Reading Center is designed as an intervention for students with at least a 1<sup>st</sup> grade reading level. If a student's scores on Assessment 1 fall below its set criteria, it is recommended that an alternate intervention be used.

# ROOM PLACEMENT FORM

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Current Grade: (circle one) 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> Date: \_\_\_\_\_

**Passage Scores**

Enter the number of words read correctly in 1 minute.

**Assessment Scores**

Enter the passage score that is 2<sup>nd</sup> in rank order.

**Assessment Decision**

Follow the appropriate decision.

**Assessment 5**

Passage 5a = \_\_\_\_\_

Passage 5b = \_\_\_\_\_

Passage 5c = \_\_\_\_\_

} \_\_\_\_\_

▶ If 70 or more ▶ STOP. Place student in the Purple Diamond Reading Room.

▶ If less than 70 ▶ Complete Assessment 4 below.

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**Assessment 4**

Passage 4a = \_\_\_\_\_

Passage 4b = \_\_\_\_\_

Passage 4c = \_\_\_\_\_

} \_\_\_\_\_

▶ If 70 or more ▶ STOP. Place student in the Yellow Triangle Reading Room.

▶ If less than 70 ▶ Complete Assessment 3 below.

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**Assessment 3**

Passage 3a = \_\_\_\_\_

Passage 3b = \_\_\_\_\_

Passage 3c = \_\_\_\_\_

} \_\_\_\_\_

▶ If 70 or more ▶ STOP. Place student in the Green Square Reading Room.

▶ If less than 70 ▶ Complete Assessment 2 below.

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**Assessment 2**

Passage 2a = \_\_\_\_\_

Passage 2b = \_\_\_\_\_

Passage 2c = \_\_\_\_\_

} \_\_\_\_\_

▶ If 40 or more ▶ STOP. Place student in the Red Star Reading Room.

▶ If less than 40 ▶ Complete Assessment 1 below.

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**Assessment 1**

Passage 1a = \_\_\_\_\_

Passage 1b = \_\_\_\_\_

Passage 1c = \_\_\_\_\_

} \_\_\_\_\_

▶ If 40 or more ▶ STOP. Place student in the Blue Circle Reading Room.

▶ If less than 40 ▶ STOP. This intervention is not appropriate for this student.

# ASSESSMENT FORMS FOR TEACHER'S USE

**Make a separate copy of this section  
(pages 4-18) for each student to be assessed.**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 5a**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Lisa wants to learn how to cook. Her mom is a good	12
cook, and Lisa wants to be one too. Lisa asked her mom if	25
she would teach her how to cook. Her mom asked what does	37
she want to learn to cook. Lisa answered, apple pie.	47
Lisa's mom says that her idea sounds like fun. The first	58
thing they have to do is go to the store. They need to buy	72
fruit and sugar because they ran out. When they	81
get home, they will mix the ingredients for the crust in a	93
large bowl. They will put the dough into a pan. Next, they	105
will mix together the items needed for the filling. They	115
will spread this on top of the crust. They will cover the	127
filling with strips of dough and put it in the oven to	139
bake. The pie will be great, and Lisa is so happy that she	152
is learning how to cook like her mom.	160

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to Assessment 5b ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 5b**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I was on my surfboard when the big wave hit. It threw	12
me right off of my board. I hit a large rock and broke my	26
leg. My mother rushed me to the doctor, so he could put a	39
cast on my leg. I had a compound break, meaning that I had	52
broken it in two places. I had to stay flat on my back in	66
bed for two weeks. I was so bored. All I wanted to do was be	81
out in the waves surfing again. I had some paper and a pen	94
and began to write a story. I wrote about a famous	105
surfer. He rode the waves like his board had wings.	115
He tried every movement you could make, and he made them	126
all. He could read the current like a book. When this cast	138
is off of my leg, I am going to be like the famous	151
surfer in my story.	155

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b>correctly in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to Assessment 5c ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 5c**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Beth's class is in the science program next week. Their	10
part is about the solar system. Beth was chosen to be the	22
eighth planet. She is going to be Neptune. She is happy	33
about being this planet, because it is not one that she	44
knows a whole lot about. Now she gets to go discover all	56
sorts of interesting facts about her planet. She already	65
knew that her planet was the second to last planet, but she	77
wanted more facts. She found out that it is the color blue	89
and is very, very cold. She even discovered that Neptune	99
has rings like Saturn, but just not as large. Neptune's	109
rings are harder to see. She even discovered that Neptune	119
has eight moons. After she had all her facts, she needed a	131
way to present them. Beth prepared a poem about Neptune.	141
Beth was very proud of her poem and cannot wait to read	153
it at the program.	157

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to the Room Placement Form ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 4a**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

School government elections have been all this week. I	9
am running for the office of president. I think	18
that I am the right type of person to hold this office. I	31
am quite smart, and I am not one of those people who put	44
themselves before others. My platform for the election was	53
one of equality. I want our school policies to treat	63
everyone equally. While I am school president, nobody will	72
receive preferential treatment. I feel that I am qualified	81
for this job. I have always been involved in the school,	92
and I wrote for the school paper. My campaign was an	103
exciting one. My friends and I have made posters and given	114
away homemade buttons. Election results will be announced	122
after lunch today. I cannot wait to hear who has won the	134
offices. I truly hope that I am the new president of our	146
great school.	148

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**▶ Go to Assessment 4b ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 4b**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I am Detective Harry Brown. I am employed with the	10
police department in the village of West Wagon. We	19
recently received some astounding information about a	26
woman who was in serious trouble. She had been robbed, and	37
numerous items from her home were stolen such as cars,	47
jewelry, and televisions. It was up to me to solve this	58
crime. I have been on the job for ten years and have seen	71
nothing like this. When I arrived at the woman's home, I	82
looked around for any hard evidence that could be used to	93
find a suspect. When I began to investigate, I found a	104
mysterious wallet on the floor. I opened it, and found the	115
name of Vinnie Rotten. He must have dropped his wallet	125
when he committed this crime. We ransacked his home and	135
found all of the woman's missing possessions. He was	144
arrested, and he later confessed to the crime. Another case	154
solved by the amazing Detective Harry Brown.	161

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to Assessment 4c ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 4c**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Matthew and Joseph were relaxing in the cafeteria	8
during a hectic day in school. They had just been released	19
from fourth period, and it was finally time to enjoy a	30
nutritious meal. At the table, Matthew launched into	38
telling a hysterical joke that had everyone laughing.	46
Joseph was drinking milk, and he laughed so hard it	56
squirted out of his ears. Someone in the cafeteria	65
nicknamed him "Milky Ears." He felt extremely embarrassed	73
by the situation and could not believe such an incident	83
had occurred. After a while he realized it really was	93
quite funny. In English class the teacher, Mrs. Clark,	102
asked the students to write about their most embarrassing	111
moments. Joseph began to recall his past experiences, and	120
finally a light bulb went off in his mind. He would write	132
about the event that had just happened in the cafeteria.	142
Joseph wrote an excellent paper and made a great grade	152
too. He had felt a horrifying moment, but it became	162
extremely useful.	164

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to the Room Placement Form ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 3a**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Once upon a time there was a little girl whose home was	12
down a deserted road deep in the forest. The little girl	23
loved living in the forest among the animals. She was a	34
friend to all the animals of the forest. Yet, she was also	46
a lonely little girl because she had no family. One day	57
while skipping through the woods, she met a beautiful	66
fairy. The fairy questioned the girl about where she	75
lived. The girl told the fairy about her forest home. The	86
fairy asked the girl about her family. The girl told the	97
fairy that she did not have a family. The fairy could feel	109
that the girl was lonely, so she asked the girl if she	121
wanted to live with all the fairies. The girl happily	131
answered yes and went to live with the fairy. For the rest	143
of her life the girl had her friends, the animals, and a	155
family of her very own.	160

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to Assessment 3b ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 3b**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

All day long I crawl through the zoo, watching as the	11
people pass by. They stop and stare, making strange sounds	21
like "oh" and "wow." Sometimes the smaller people try to	31
touch, but the bigger people always make them stop. They	41
are going to get hurt if they touch the wrong animal. They	53
do not watch me because I am a small size. I dart out of	67
the way before they can see me. If you questioned the	78
people, they would say that I was not important enough to	89
watch. They see me as a common, everyday animal, not an	100
exotic one like the jaguar. I love living in the zoo.	111
Unlike those who are caged, I have my freedom. I have my	123
freedom and all the food that I can eat. People are very	135
messy creatures, dropping garbage everywhere, but their	142
garbage shall be my dinner. The best place in the world	153
for a squirrel to live is the zoo.	161

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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▶ **Go to Assessment 3c** ◀

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 3c**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

One day while sitting in class, Tara found a note under	11
her desk. She did not know where the note came from or	23
what it contained. While her teacher continued the math	32
lesson on how to measure with inches, Tara began to read	43
the note. At first the note appeared to be only a grocery	55
list, but as Tara looked more closely at the note she	66
noticed that it was written in code. Tara spent the rest of	78
the day trying to figure out the code. By the end of the	91
day, she was so frustrated that she was ready to throw the note	104
away. Tara opened the note one more time and looked at it.	116
Finally, Tara figured out the code and the meaning became	126
clear. She found out that the note contained a name and a	138
street address. She decided to go to the address after	148
school to return the note.	153

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b>correctly in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to the Room Placement Form ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 2a**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Bob went to a farm today. He got to see five animals.	12
He saw a cat, a dog, a horse, a fish, and a pig. It was just	28
like going to the zoo. Bob got to feed the pig. The food	41
did not look good. Bob got to play with some hay and even	54
milk a cow. It was a great day. He loved to go to the	68
farm. Bob thinks he might be a farmer when he grows up. It	81
would be the best job ever. He would be able to have fun	94
all day long. It would be great.	101

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to Assessment 2b ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 2b**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

My brother Matt plays on a baseball team. He plays	10
first base, and he is a really good player. His team is	22
the color green. Today they are playing the red team.	32
Matt's friend Jeff is on the red team. It will be fun to	45
play his best friend. Matt hopes to hit the ball hard. He	57
wants it to go out of the park. When Matt is up to bat,	71
the red team will back up. Matt will hit the ball all the	84
way out of the park. Everyone will clap for Matt as he	96
runs around the bases. Jeff will be happy too. It will be	108
a really fun game to watch. Matt's team will win the game.	120
It will be great.	124

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b>correctly in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to Assessment 2c ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 2c**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Billy's grandparents took him to the circus for his	9
birthday. Billy liked the clowns. They were funny and made	19
him laugh. Billy had a great time watching the clowns do a	31
silly dance. Billy saw a sad clown who was not dancing. She	43
was not happy. This clown wore a frown and a big blue tear	56
on her cheek. Billy wished that the sad clown could be	67
happy and fun like the others. Billy asked the clown what	78
made her sad, but she did not answer. Billy made goofy	89
faces and silly sounds to make her smile. Then, the sad	100
clown took a red scarf from her pocket and wiped the big	112
blue tear off her face. She and Billy danced with the	123
other clowns.	125

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b>correctly in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to the Room Placement Form ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 1a**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Jack camps. He is six. He likes the big woods. He lives	12
off the land. He follows a turtle. They are green. They	23
are slow. They are fun. Jack calls the ducks. It is fun.	35
They are blue. He watches them move. They fly in the sky.	47
It is fun. He sees them swim. He swims too. Jack works for	60
his food. He sees a lake. He fishes. He got four fish. He	73
makes a fire. He cooks fish. It is night. He can see the	86
stars. It is fun.	90

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to Assessment 1b ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 1b**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Sue went walking. She walked to the park. She saw	10
people there. She saw animals there. Some people were	19
working. Children were playing. There were a lot of	28
children. She saw a small dog. She also saw a large dog.	40
They were quiet dogs. She saw two boys helping an old man.	52
They helped him walk. She saw a girl coloring a picture.	63
It was of a tree. Sue sat on a big rock. She watched fish	77
in the water. She watched one jump. It jumped out of the	89
water. A turtle came out of the water. It walked in the	101
sun. She had fun. The park is fun.	109

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to Assessment 1c ◀**

**THE READING CENTER**  
**STEP 1: READING ROOM PLACEMENT**

**TEACHER'S FORM**  
**Assessment: 1c**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Bob read a book. It was about a mean dog. The dog did	13
not like children. He would bite them if they got too	24
close. The dog had a long tail and little eyes. One day he	37
ran away from home. He ran into a store. They had to put	50
him out. He still did not want to leave. Then he ran into	63
the woods. He scared a girl who was walking. She just	74
stood still. He did not bite her. He only wanted to play.	86
He then set out for home.	92

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: center; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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**► Go to the Room Placement Form ◀**

# ASSESSMENT FORMS FOR STUDENT'S USE

**The same copy of this section  
(pages 20-34) can be reused across students.**

Lisa wants to learn how to cook. Her mom is a good cook, and Lisa wants to be one too. Lisa asked her mom if she would teach her how to cook. Her mom asked what does she want to learn to cook. Lisa answered, apple pie. Lisa's mom says that her idea sounds like fun. The first thing they have to do is go to the store. They need to buy fruit and sugar because they ran out. When they get home, they will mix the ingredients for the crust in a large bowl. They will put the dough into a pan. Next, they will mix together the items needed for the filling. They will spread this on top of the crust. They will cover the filling with strips of dough and put it in the oven to bake. The pie will be great, and Lisa is so happy that she is learning how to cook like her mom.

I was on my surfboard when the big wave hit. It threw me right off of my board. I hit a large rock and broke my leg. My mother rushed me to the doctor, so he could put a cast on my leg. I had a compound break, meaning that I had broken it in two places. I had to stay flat on my back in bed for two weeks. I was so bored. All I wanted to do was be out in the waves surfing again. I had some paper and a pen and began to write a story. I wrote about a famous surfer. He rode the waves like his board had wings. He tried every movement you could make, and he made them all. He could read the current like a book. When this cast is off of my leg, I am going to be like the famous surfer in my story.

Beth's class is in the science program next week. Their part is about the solar system. Beth was chosen to be the eighth planet. She is going to be Neptune. She is happy about being this planet, because it is not one that she knows a whole lot about. Now she gets to go discover all sorts of interesting facts about her planet. She already knew that her planet was the second to last planet, but she wanted more facts. She found out that it is the color blue and is very, very cold. She even discovered that Neptune has rings like Saturn, but just not as large. Neptune's rings are harder to see. She even discovered that Neptune has eight moons. After she had all her facts, she needed a way to present them. Beth prepared a poem about Neptune. Beth was very proud of her poem and cannot wait to read it at the program.

School government elections have been all this week. I am running for the office of president. I think that I am the right type of person to hold this office. I am quite smart, and I am not one of those people who put themselves before others. My platform for the election was one of equality. I want our school policies to treat everyone equally. While I am school president, nobody will receive preferential treatment. I feel that I am qualified for this job. I have always been involved in the school, and I wrote for the school paper. My campaign was an exciting one. My friends and I have made posters and given away homemade buttons. Election results will be announced after lunch today. I cannot wait to hear who has won the offices. I truly hope that I am the new president of our great school.

I am Detective Harry Brown. I am employed with the police department in the village of West Wagon. We recently received some astounding information about a woman who was in serious trouble. She had been robbed, and numerous items from her home were stolen such as cars, jewelry, and televisions. It was up to me to solve this crime. I have been on the job for ten years and have seen nothing like this. When I arrived at the woman's home, I looked around for any hard evidence that could be used to find a suspect. When I began to investigate, I found a mysterious wallet on the floor. I opened it, and found the name of Vinnie Rotten. He must have dropped his wallet when he committed this crime. We ransacked his home and found all of the woman's missing possessions. He was arrested, and he later confessed to the crime. Another case solved by the amazing Detective Harry Brown.

Matthew and Joseph were relaxing in the cafeteria during a hectic day in school. They had just been released from fourth period, and it was finally time to enjoy a nutritious meal. At the table, Matthew launched into telling a hysterical joke that had everyone laughing. Joseph was drinking milk, and he laughed so hard it squirted out of his ears. Someone in the cafeteria nicknamed him "Milky Ears." He felt extremely embarrassed by the situation and could not believe such an incident had occurred. After a while he realized it really was quite funny. In English class the teacher, Mrs. Clark, asked the students to write about their most embarrassing moments. Joseph began to recall his past experiences, and finally a light bulb went off in his mind. He would write about the event that had just happened in the cafeteria. Joseph wrote an excellent paper and made a great grade too. He had felt a horrifying moment, but it became extremely useful.

Once upon a time there was a little girl whose home was down a deserted road deep in the forest. The little girl loved living in the forest among the animals. She was a friend to all the animals of the forest. Yet, she was also a lonely little girl because she had no family. One day while skipping through the woods, she met a beautiful fairy. The fairy questioned the girl about where she lived. The girl told the fairy about her forest home. The fairy asked the girl about her family. The girl told the fairy that she did not have a family. The fairy could feel that the girl was lonely, so she asked the girl if she wanted to live with all the fairies. The girl happily answered yes and went to live with the fairy. For the rest of her life the girl had her friends, the animals, and a family of her very own.

All day long I crawl through the zoo, watching as the people pass by. They stop and stare, making strange sounds like "oh" and "wow." Sometimes the smaller people try to touch, but the bigger people always make them stop. They are going to get hurt if they touch the wrong animal. They do not watch me because I am a small size. I dart out of the way before they can see me. If you questioned the people, they would say that I was not important enough to watch. They see me as a common, everyday animal, not an exotic one like the jaguar. I love living in the zoo. Unlike those who are caged, I have my freedom. I have my freedom and all the food that I can eat. People are very messy creatures, dropping garbage everywhere, but their garbage shall be my dinner. The best place in the world for a squirrel to live is the zoo.

One day while sitting in class, Tara found a note under her desk. She did not know where the note came from or what it contained. While her teacher continued the math lesson on how to measure with inches, Tara began to read the note. At first the note appeared to be only a grocery list, but as Tara looked more closely at the note she noticed that it was written in code. Tara spent the rest of the day trying to figure out the code. By the end of the day, she was so frustrated that she was ready to throw the note away. Tara opened the note one more time and looked at it. Finally, Tara figured out the code and the meaning became clear. She found out that the note contained a name and a street address. She decided to go to the address after school to return the note.

Bob went to a farm today. He got to see five animals. He saw a cat, a dog, a horse, a fish, and a pig. It was just like going to the zoo. Bob got to feed the pig. The food did not look good. Bob got to play with some hay and even milk a cow. It was a great day. He loved to go to the farm. Bob thinks he might be a farmer when he grows up. It would be the best job ever. He would be able to have fun all day long. It would be great.

My brother Matt plays on a baseball team. He plays first base, and he is a really good player. His team is the color green. Today they are playing the red team. Matt's friend Jeff is on the red team. It will be fun to play his best friend. Matt hopes to hit the ball hard. He wants it to go out of the park. When Matt is up to bat, the red team will back up. Matt will hit the ball all the way out of the park. Everyone will clap for Matt as he runs around the bases. Jeff will be happy too. It will be a really fun game to watch. Matt's team will win the game. It will be great.

Billy's grandparents took him to the circus for his birthday. Billy liked the clowns. They were funny and made him laugh. Billy had a great time watching the clowns do a silly dance. Billy saw a sad clown who was not dancing. She was not happy. This clown wore a frown and a big blue tear on her cheek. Billy wished that the sad clown could be happy and fun like the others. Billy asked the clown what made her sad, but she did not answer. Billy made goofy faces and silly sounds to make her smile. Then, the sad clown took a red scarf from her pocket and wiped the big blue tear off her face. She and Billy danced with the other clowns.

Jack camps. He is six. He likes the big woods. He lives off the land. He follows a turtle. They are green. They are slow. They are fun. Jack calls the ducks. It is fun. They are blue. He watches them move. They fly in the sky. It is fun. He sees them swim. He swims too. Jack works for his food. He sees a lake. He fishes. He got four fish. He makes a fire. He cooks fish. It is night. He can see the stars. It is fun.

Sue went walking. She walked to the park. She saw people there. She saw animals there. Some people were working. Children were playing. There were a lot of children. She saw a small dog. She also saw a large dog. They were quiet dogs. She saw two boys helping an old man. They helped him walk. She saw a girl coloring a picture. It was of a tree. Sue sat on a big rock. She watched fish in the water. She watched one jump. It jumped out of the water. A turtle came out of the water. It walked in the sun. She had fun. The park is fun.

Bob read a book. It was about a mean dog. The dog did not like children. He would bite them if they got too close. The dog had a long tail and little eyes. One day he ran away from home. He ran into a store. They had to put him out. He still did not want to leave. Then he ran into the woods. He scared a girl who was walking. She just stood still. He did not bite her. He only wanted to play. He then set out for home.