

# **Illinois Migrant Education Program**

## **Balanced Literacy Assessment Manual**

**2021**

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## Introduction

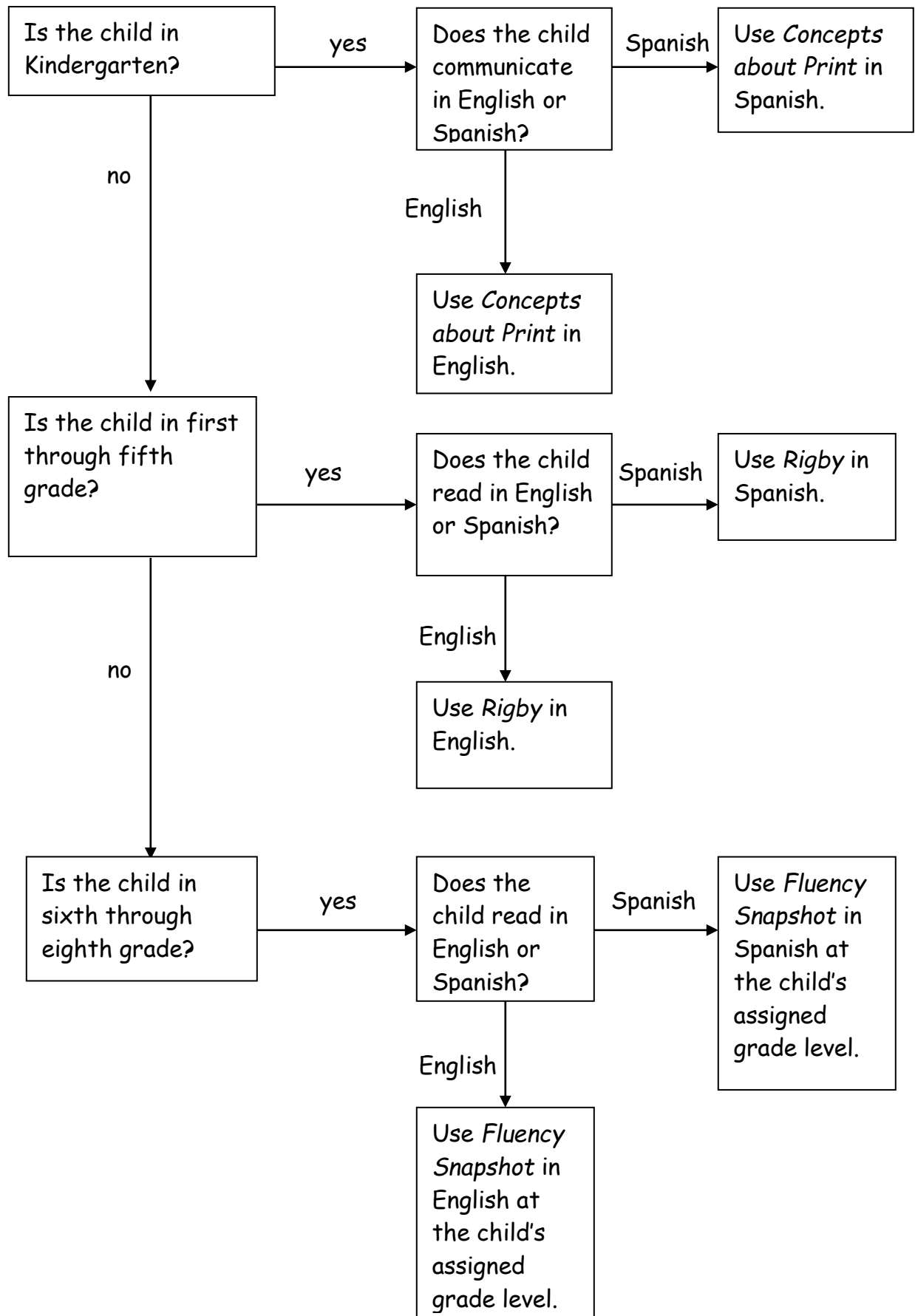
Since 2002, summer MEP projects in Illinois have been implementing balanced literacy. Balanced literacy is a way of teaching literacy that recognizes the personal nature of literacy learning while it supports and builds on the connections between reading and writing. Teachers of balanced literacy understand that good readers and writers use all three cueing systems—the grapho-phonemic system, the semantic system, and the syntactic system—when they read and write. Teachers of balanced literacy design literacy experiences that scaffold the use of these systems for the learners with whom they work. They also organize their classrooms to support such reading and writing experiences.

The assessment tools for evaluation of the balanced literacy portion of the summer MEP program were selected because they can be part of instruction rather than separate from it, because they have the potential to guide and target instruction, and because they take minimal time for administration as compared to many other assessment tools. This manual provides guidance for administering the assessments and for providing data from the assessments for evaluation of the program.

**What's new for 2021?** The reporting forms are differentiated for site-based, mobile, and remote or hybrid learning projects. The forms for site-

based projects are the same as in previous years. For mobile, remote, or hybrid learning projects, the forms include a log for teacher-child interactions. This will provide comparable data that can be aggregated for the final evaluation.

## Deciding Which Balanced Literacy Assessment Tool to Use for Reading



## Kindergarten

1. For all Kindergarteners, regardless of whether they are already reading, *Concepts about Print* should be administered as close to the beginning of the program as possible.
2. *Concepts about Print* should be administered in the child's primary language. Both the initial and final assessments **MUST** be administered in the same language to yield scores that can be compared for purposes of evaluation.
3. The date of the initial administration of *Concepts about Print* and the score for the initial assessment should be entered on the appropriate Balanced Literacy Student Assessment form (see Appendix A).
4. The data from an analysis of *Concepts about Print* can provide valuable information to guide instruction. Please record information from that analysis on the assessment form. (Example: M. understands both the concept of "letter" and "word," but isn't yet experienced enough in reading to observe the reordering of letters in a word.)
5. During the last week of the program, *Concepts about Print* should be re-administered, using the second little book (that was not used for the initial assessment). Again, the date, score, and information about the child as an emergent reader should be recorded on the Balanced Literacy Student Assessment form.
6. If children are already reading, you may also administer Rigby or Fountas & Pinnell. If so, pre- and post-assessment scores should be provided. **Do not submit a pre-assessment score for *Concepts about Print* and a post-assessment score for Rigby.**

## Grades 1 through 5

1. For all children in grades 1 through 5, a Rigby (or Fountas & Pinnell) assessment should be administered as close to the beginning of the program as possible.
2. The Rigby assessment should be administered in the child's primary language (if possible). MEP local projects should have the Rigby available in both English and Spanish. Both the initial and the final assessments must be administered in the same language to be compared for the purposes of evaluation.
3. The date of the initial assessment and Rigby level at which the child demonstrated 95% accuracy on the running record **and** 80% comprehension should be recorded on the appropriate Balanced Literacy Student Assessment form (see Appendix A).
4. To determine the appropriate level for each child, Rigby suggests that the child read a book independently and retell the story. If the retelling is scored at the "frustration" level, the child should be given a book at a lower level. If the retelling shows the book to be at the "independent" level, the child should be given a more difficult text. Ultimately, the level that should be entered on the assessment record sheet should be the level at which the child reads with **BOTH** 95% accuracy **AND** 80% comprehension.
5. The data from an analysis of the Rigby running record can provide valuable information to guide instruction. Please record something from that analysis on the assessment form. (Example: S. uses her knowledge of letter-sound relationships to decode unfamiliar words, but does not always self-correct for meaning.)
6. If a child scores at the highest level of Rigby on the initial assessment with 95% accuracy and 80% comprehension, you may administer the 6<sup>th</sup> grade Fluency Snapshot and retelling. Please note that you must then provide both initial and final scores for the Fluency Snapshot and retelling.
7. During the last week of the program, another running record should be administered. The appropriate level should be determined the same way as for the initial assessment (95% accuracy **and** 80% comprehension). Again, the date, score, and information about the child as a reader should be recorded on the Balanced Literacy Student Assessment form. **Both initial and final assessments must be administered in the same language and must be the same assessment to be used for evaluation purposes.**

## Grades 6 through 8

1. For all children in grades 6 through 8, a *Fluency Snapshot with retelling assessment* should be administered as close to the beginning of the program as possible. The Fluency Snapshot score sheets can be found in Appendix D.
2. The *Fluency Snapshot and retelling* should be administered in the child's primary language (if possible) with the reading passage at the child's current grade level. MEP local projects should have the books for the *Fluency Snapshot* available in both English and Spanish. Both the initial and the final assessments must be administered in the same language and with the same grade level passage to allow the evaluator to compare the scores.

### Passages for each grade level

	English	Spanish
Sixth Grade	"El Angel de Oro," chapter 5 in <i>The Circuit</i>	"El ángel de oro," chapter 5 in <i>Cajas de cartón</i>
Seventh Grade	"Broken Heart," chapter 13 in <i>Breaking Through</i>	"Corazón partido," chapter 13 in <i>Senderos Fronterizos</i>
Eighth Grade	"In Solidarity," chapter 22 in <i>Reaching Out</i>	"En solidaridad," chapter 22 in <i>Más allá de mí</i>

3. To administer the Fluency Snapshot, have the child read the beginning of the designated chapter aloud while you record miscues for one minute. Note the number of words read correctly during the minute.
4. To administer the retelling, allow the child to reread the entire passage silently before inviting her/him to do the retelling. Use the retelling rubric to score the retelling (see Appendix B).

Note: While the child is rereading the passage, the person administering the assessments can proceed with administration of the Fluency Snapshot with other students. There is no need to wait while the child is reading silently.

5. The date of the initial assessment, the number of words per minute the child read, and scores for each trait of the rubric (gist or main idea, story elements, organization, and linguistic spillover) should be recorded on the appropriate Balanced Literacy Student Assessment form (see Appendix A).
6. The data from the analysis of miscues on the Fluency Snapshot and the retelling can provide valuable information to guide instruction. Please record something from that analysis on the assessment form. (Example: V. uses expression to convey meaning in the passage read aloud; she self-corrects for meaning, and her uncorrected miscues fit the meaning of the passage. V's retelling was accurate, but she did not use the vocabulary of the passage, indicating a beginning level of linguistic spillover).
7. Re-administer the Fluency Snapshot with retelling in the same language and using the same passage as the initial assessment, during the final week of the program, and record the words per minute and scores from the retelling rubric on the Balanced Literacy Study Assessment record.

**Please note: For children who are not reading well enough to be assessed with the Fluency Snapshot at the sixth, seventh, or eighth grade level, administering the Rigby or Fountas & Pinnell at an appropriate level would make sense, both for purposes of planning for instruction and for assessment and evaluation.**

## Writing

1. Gather a sample of each child's writing from the first week of the program. (You may submit the original or a photocopy of the original. If the writing is photocopied, make sure that it is legible.) Date the sample and indicate that it is the "first week sample."
2. Writing samples should
  - be the child's own writing, not dictated or copied
  - be writing that the child does normally in the course of the day (which could include entries in a math journal, a reading journal, a learning log, etc.)
  - not be done solely for the purpose of evaluation
  - not be in response to prompts provided by the teacher or the result of "prewriting" that involves the class composing a set of sentences or phrases that children then use in their own writing.
3. Analyze the writing via one of the rubrics (the Marie Clay rubric or the 6 + 1 Trait Rubric - Appendix C) to gather information about the child as a writer. That information can guide the content of mini-lessons and individual writing conferences. **There is no need to provide that analysis to the evaluator.**
4. Gather a sample of each child's writing from the last week of the program. (Again, you may submit the original or a photocopy of the original. If the writing is photocopied, make sure that it is legible.) Date the sample and indicate that it is the "last week sample."
5. Both writing samples must be in the same language—both in English, both in Spanish, both in French, etc. Writing samples that are not in the same language cannot be used for evaluation purposes.
6. Staple the two writing samples to the Balanced Literacy Student Assessment record for the student.
7. **Note—If you use the rubrics to assess children's writing, there is no need to submit them for evaluation. The writing samples are scored by the evaluator's team.**

## Information for Administrators and/or Assessment Coordinators

1. Please assist teachers in completing the literacy assessments as outlined above. Encourage teachers to include something they learn about each child as a reader on the form.
2. Make sure that teachers in mobile, hybrid, or remote learning projects use the mobile, hybrid, or remote learning project forms and include a log of the dates and time spent with the children.
3. When the post-assessments have been completed, please organize the data for submission as follows:
  - Classroom or teacher cover sheet found in Appendix A, for each classroom or teacher
  - Attached to each classroom or teacher cover sheet, a reading summary form with two dated writing samples stapled behind it for each child in that classroom or working with that teacher
  - Program cover sheet also found in Appendix A
4. Please check to make sure that students with Priority for Service status are identified correctly.
5. Submit the data to:

Susana DasNeves  
Northern Illinois University  
Center for P-20 Engagement, LH 307  
DeKalb, IL 60115

Appendix A

**Illinois Migrant Education Program  
2021 BALANCED LITERACY STUDENT ASSESSMENT  
Concepts about Print – Site-based Project**

Student \_\_\_\_\_ Grade Level \_\_\_\_\_ PFS Status \_\_\_Yes \_\_\_No Teacher \_\_\_\_\_

Child's primary language \_\_\_\_\_ Language the child's reading was assessed in \_\_\_\_\_

**Reading Development**

<b>Concepts about Print</b>	<b>Date</b>	<b>Total score</b>	<b>What do you know about this child as an emergent reader?</b>
Initial Assessment			
Final Assessment			

Please attach pre and post writing samples (written in the same language) to this form.

**Illinois Migrant Education Program**  
**2021 BALANCED LITERACY STUDENT ASSESSMENT**  
**Concepts about Print – Mobile, Hybrid or Remote Learning Project**

Student \_\_\_\_\_ Grade Level \_\_\_\_ PFS Status \_\_\_Yes \_\_\_No Teacher \_\_\_\_\_

Child's primary language \_\_\_\_\_ Language the child's reading was assessed in \_\_\_\_\_

**Reading Development**

Concepts about Print	Date	Total score	What do you know about this child as an emergent reader?
Initial Assessment			
Final Assessment			

Log of dates/times of contact with child:

Date	Time	Date	Time	Date	Time	Date	Time

Please attach pre and post writing samples (written in the same language) to this form.

**Illinois Migrant Education Program  
2021 BALANCED LITERACY STUDENT ASSESSMENT  
Rigby/Fountas & Pinnell--Site-based Project**

Student \_\_\_\_\_ Grade Level \_\_\_\_\_ PFS Status \_\_\_Yes \_\_\_No Teacher \_\_\_\_\_

Child's primary language \_\_\_\_\_ Language the child's reading was assessed in \_\_\_\_\_

**Reading Development**

<b>Rigby or Fountas &amp; Pinnell</b>	<b>Date</b>	<b>Level at which the child has 95% accuracy and 80% comprehension</b>	<b>What do you know about this child as a reader? How does the child use the cuing systems to make meaning?</b>
Initial Assessment			
Final Assessment			

Please attach pre and post writing samples (written in the same language) to this form.

**Illinois Migrant Education Program**  
**2021 BALANCED LITERACY STUDENT ASSESSMENT**  
**Rigby/Fountas & Pinnell—Mobile, Hybrid, or Remote Learning Project**

Student \_\_\_\_\_ Grade Level \_\_\_\_\_ PFS Status \_\_\_Yes \_\_\_No Teacher \_\_\_\_\_

Child's primary language \_\_\_\_\_ Language the child's reading was assessed in \_\_\_\_\_

**Reading Development**

<b>Rigby or Fountas &amp; Pinnell</b>	<b>Date</b>	<b>Level at which the child has 95% accuracy and 80% comprehension</b>	<b>What do you know about this child as a reader? How does the child use the cuing systems to make meaning?</b>
Initial Assessment			
Final Assessment			

Log of dates/times of contact with child:

Date	Time	Date	Time	Date	Time	Date	Time

Please attach pre and post writing samples (written in the same language) to this form.

**Illinois Migrant Education Program  
2021 BALANCED LITERACY STUDENT ASSESSMENT  
Fluency Snapshot—Site-based Project**

Student \_\_\_\_\_ Grade Level \_\_\_\_ PFS Status \_\_\_Yes \_\_\_No Teacher \_\_\_\_\_

Child's primary language \_\_\_\_\_ Language the child's reading was assessed in \_\_\_\_\_

**Reading Development**

Fluency Snapshot and Retelling	Date	Words per minute	Indicate below the score for each trait of the retelling rubric.			
			Gist or Main Idea	Story Elements	Organization	Linguistic Spillover
Initial Assessment						
Final Assessment						

**What do you know about this student as a reader (from the analysis of miscues or the retelling)?**

Please attach pre and post writing samples (written in the same language) to this form.

**Illinois Migrant Education Program  
2021 BALANCED LITERACY STUDENT ASSESSMENT  
Fluency Snapshot—Mobile, Hybrid, or Remote Learning Project**

Student \_\_\_\_\_ Grade Level \_\_\_\_ PFS Status \_\_\_Yes \_\_\_No Teacher \_\_\_\_\_

Child's primary language \_\_\_\_\_ Language the child's reading was assessed in \_\_\_\_\_

**Reading Development**

Fluency Snapshot and Retelling	Date	Words per minute	Indicate below the score for each trait of the retelling rubric.			
			Gist or Main Idea	Story Elements	Organization	Linguistic Spillover
Initial Assessment						
Final Assessment						

**What do you know about this student as a reader (from the analysis of miscues or the retelling)?**

Log of dates/times of contact with child:

Date	Time	Date	Time	Date	Time	Date	Time

Please attach pre and post writing samples (written in the same language) to this form.

Illinois Migrant Education Program  
2021 Balanced Literacy Assessment

**Classroom or Teacher Cover Sheet**

Project	
Teacher Name	
Grade Level(s)	
Total # of students enrolled	
Total # of students with evaluation forms (Pre <u>and</u> Post)	
Assessment Instrument(s) Used	<i>Please attach writing samples to each student's Reading Development assessment</i>
<input type="checkbox"/> Concepts About Print	
<input type="checkbox"/> Rigby PM Benchmark Kit	
<input type="checkbox"/> Fountas & Pinnell Benchmark 2	
<input type="checkbox"/> Fluency Snapshot of Reading Fluency and Retelling Rubric	

Illinois Migrant Education Program  
**Balanced Literacy Assessment**  
Summer 2021

**Project Cover Sheet**

Grade Level	Teachers Name	Number of Students with both Pre- and Post-Test
K		
1		
2		
3		
4		
5		
6		
7		
8		

Project Site \_\_\_\_\_

Literacy Coach/Director Submitting \_\_\_\_\_

Date \_\_\_\_\_

## Appendix B

### Retelling Rubric NARRATIVE TEXT

Qualities of Retelling	3 Capable	2 Developing	1 Beginning
<b>Gist/Main Idea:</b> *Lesson Learned *Plot, Main Idea	Retelling includes a <b>generalization</b> that states or implies the plot main idea and lesson learned from the story.	Retelling indicates <b>inaccurate</b> or <b>incomplete</b> understanding of plot or main idea.	Retelling includes <b>minimal</b> or <b>no</b> reference to or understanding or plot main idea.
<b>Story Elements</b>	Retelling contains a <b>clear</b> restatement of <b>most</b> story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of <b>some</b> story elements with minimal connections to one another.	Retelling contains <b>minimal</b> restatement of story elements.
<b>Organization</b>	Events are retold <b>mostly</b> in appropriate order with beginning, middle, and end.	Events are retold in a <b>somewhat disconnected</b> fashion. The beginning or middle or the end may be deleted.	Events lack sequence.
<b>Linguistic Spillover</b>	Use of language, conventions, and/or format from the selection indicates <b>basic</b> understanding of the story.	Use of language, conventions, and/or format from the selection may indicate <b>superficial</b> understanding.	Retelling includes <b>little</b> or <b>no</b> use of language, conventions, and/or format from the story.

Adapted from BCSchools

Appendix C

**Rubric for Rating K through 2 Writing Samples**

<b>LEVEL</b>	Language Level	Message Quality	Directional Principles
<b>1</b>	Alphabetic (letters only)	Concept of signs (uses letters, invents letters, uses punctuation)	No evidence of directional knowledge
<b>2</b>	Word (any recognizable word)	Concept that a message is conveyed	Part of directional pattern is known: Either start top left or move left to right or return down left
<b>3</b>	Word group (any two-word phrase)	A message is copied	Reversal of the directional pattern (right to left and return down right)
<b>4</b>	Sentence (any simple sentence)	Repetitive use of sentence patterns such as "Here is a . . ."	Correct directional pattern.
<b>5</b>	Punctuated story (of two or more sentences)	Attempts to record own ideas	Correct directional pattern and spaces between words
<b>6</b>	Paragraphed story (two or more themes)	Successful composition	Extensive text without any difficulties of arrangement and spacing of text

**Rubric for Rating Grades 3 through 8 Writing Samples**

## 6+1 Trait Writing Rubric

### Sentence Fluency

- 5 *The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.*
- A. Sentences are constructed in a way that underscores and enhances the **meaning**.
  - B. Sentences vary in **length** as well as **structure**. Fragments, if used, add style. Dialogue, if present, sounds natural.
  - C. **Purposeful** and **varied sentence beginnings** add variety and energy.
  - D. The use of **creative** and **appropriate connectives** between sentences and thoughts shows how each relates to, and builds upon, the one before it.
  - E. The writing has **cadence**; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.
- 3 *The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.*
- A. Although sentences may not seem artfully crafted or musical, **they get the job done in a routine fashion**.
  - B. Sentences are **usually constructed correctly**; they **hang together**; they are **sound**.
  - C. **Sentence beginnings** are not ALL alike; **some variety is attempted**.
  - D. The reader sometimes has to **hunt for clues** (e.g., connecting words and phrases like *however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although, etc.*) that show how sentences interrelate.
  - E. **Parts** of the text **invite expressive oral reading**; others may be stiff, awkward, choppy, or gangly.
- 1 *The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:*
- A. Sentences are **choppy, incomplete, rambling or awkward**; they need work. **Phrasing does not sound natural**. The patterns may create a singsong rhythm, or a chop-chap cadence that lulls the reader to sleep.
  - B. There is little to no “**sentence sense**” present. Even if this piece were flawlessly edited, the sentences would not hang together.
  - C. Many **sentences begin the same way**—and may follow the same patterns (e.g., *subject-verb-object*) in a monotonous pattern.
  - D. Endless connectives (*and, and so, but then, because, and then, etc.*) or a **complete lack of connectives** create a massive jumble of language.
  - E. The text **does not invite expressive oral reading**.

## Conventions

- 5 *The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.*
- A. **Spelling is generally correct**, even on more difficult words.
  - B. The **punctuation is accurate**, even creative, and guides the reader through the text.
  - C. A thorough understanding and consistent application of **capitalization** skills are present.
  - D. **Grammar and usage are correct** and contribute to clarity and style.
  - E. **Paragraphing tends to be sound** and reinforces the organizational structure.
  - F. The writer **may manipulate conventions** for stylistic effect—and it works! The piece is very close to being **ready to publish**.

GRADES 7 AND UP ONLY: The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions. For writers at younger ages, the writing shows control over those conventions that are grade/age appropriate.

- 3 *The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.*
- A. **Spelling** is usually **correct or reasonably phonetic on common words**, but more difficult words are problematic.
  - B. **End punctuation is usually correct**; internal punctuation (*commas, apostrophes, semicolons, dashes, colons, parentheses*) is sometimes missing/wrong.
  - C. **Most words are capitalized correctly**; control over more sophisticated capitalization skills may be spotty.
  - D. **Problems with grammar or usage are not serious** enough to distort meaning but may not be correct or accurately applied all of the time.
  - E. **Paragraphing is attempted** but may run together or begin in the wrong places.
  - F. **Moderate editing** (a little of this, a little of that) would be required to polish the text for publication.
- 1 *Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:*
- A. **Spelling errors are frequent**, even on common words.
  - B. **Punctuation** (including terminal punctuation) is often **missing or incorrect**.
  - C. **Capitalization is random** and only the easiest rules show awareness of correct use.
  - D. **Errors in grammar or usage are very noticeable**, frequent, and affect meaning.
  - E. **Paragraphing is missing, irregular, or so frequent** (every sentence) that it has no relationship to the organizational structure of the text.
  - F. The reader must read **once to decode**, then again for meaning. **Extensive editing** (virtually every line) would be required to polish the text for publication.

## Appendix D. Scoring Sheets for Fluency Snapshot

## Fluency Snapshots

### Sixth Grade Record Sheet (English)

Teacher reads title, “El Angel de Oro” and tribute, “For Miguel Antonio.”

It always rained a lot in Corcoran during the cotton season, but that year it rained more than usual. No sooner had we arrived from Fowler, where we had picked grapes, than it started to pour. Our cabin was one of several farm-worker shacks lined up in a row behind which ran a small creek.

There was not a lot to do when it rained. We stayed indoors telling ghost stories we had heard from other migrant workers. We also played guessing games. When I got tired of listening to the same stories told many times before, I watched our neighbor’s goldfish. From our window I could see into the next cabin where a fishbowl sat on a small table. I spent hours glued to our window, watching the goldfish glide in slow motion, stirring the jade green plants with its delicate fins. Mamá enjoyed watching it too. She called it “*el Angel de Oro*.”

Papá passed most of his time worrying. He smoked one cigarette after another and complained about the rain because we could not pick the cotton when it was wet. “If this rain doesn’t stop we’ll have to leave and find work somewhere else,” he repeated, pacing up and down the floor. Even the thought of rain gave him a headache. Luckily for me, I got to go to school the following week.

Monday morning, after getting Mamá’s blessing, I headed for school, which was only about a mile from the cotton labor camp. I could see it from where we lived. On the way, I met Miguelito, who lived in the same labor camp. He was two years older than I and had started school for the first time that year a month earlier, in October. He took me to

10 Name \_\_\_\_\_  
21 Date \_\_\_\_\_  
31 School \_\_\_\_\_  
43 Teacher \_\_\_\_\_  
55  
56

68 Scoring  
78 Count as errors:  
89 • Substitutions  
102 • Mispronunciations  
111 • “Tolds” (teacher supplied words)  
124 • Omissions  
• Incorrect proper names (multiple incorrect name counted only as one error)

134  
145 Not errors:  
155 • Insertions  
• Self-corrections

159  
169 Procedure:  
178 • Count words read  
191 • Enter in box below  
201 • Count errors  
212 • Enter in box below  
• Subtract to get words correct per minute (WCPM)

225 Analyze errors to determine priorities for instruction.

231  
239  
250 \_\_\_\_\_ Number of words read

264 \_\_\_\_\_ Number of errors

275  
287 \_\_\_\_\_  
299 \_\_\_\_\_ WCPM

## Sixth Grade Record Sheet (Spanish)

Teacher reads title, “El Angel de Oro” and tribute, “For Miguel Antonio.”

En Corcarán siempre llovía mucho durante temporada del algodón, pero aquel año llovió más de lo habitual. Recién habíamos llegado de Fowler, donde habíamos pizcado uvas, cuando empezó a llover a cántaros. Nuestra cabaña era una de tantas chozas en las que vivían los trabajadores agrícolas. Las cabañas estaban alineadas en una fila detrás de un arroyuelo.

No había mucho que hacer cuando llovía. Nos quedábamos adentro jugando a las adivinanzas y contando historias de fantasmas que habíamos escuchado de otros trabajadores del campamento. Cuando me aburría de escuchar los mismos cuentos dichos muchas veces antes, observaba un pez dorado de nuestro vecino de al lado. Desde nuestra ventana podía ver a través de la ventana del vecino la pecera que estaba sobre una mesita. Pasaba horas y horas pegado a la ventana mirando al pez dorado deslizarse lentamente y agitar las plantas de color verde jade con sus delicadas aletas. A Mamá también le gustaba observarlo, le llamaba “El ángel de oro”.

Papá se pasaba preocupado todo el tiempo y fumaba cigarro tras cigarro, quejándose de la lluvia porque no podíamos pizcar algodón cuando estaba mojado. “Si no deja de llover, tendremos que buscar trabajo en otro lugar”, repetía, paseándose de un lado hacia otro de la choza. Incluso la idea de la lluvia le daba dolor de cabeza. Afortunadamente, yo tenía que ir a la escuela la semana siguiente.

El lunes por la mañana, después de recibir la bendición de Mamá, caminé a la escuela que estaba como a una milla del campamento de trabajo.

7		Name _____
18		Date _____
26		School _____
36		Teacher _____
46		
56		
57		<u>Scoring</u>
65		Count as errors:
73		• Substitutions
81		• Mispronunciations
88		• “Tolds” (teacher supplied words)
96		• Omissions
106		• Incorrect proper names (multiple incorrect name counted only as one error)
117		Not errors:
127		• Insertions
137		• Self-corrections
147		Procedure:
156		• Count words read
163		• Enter in box below
172		• Count errors
181		• Enter in box below
189		• Subtract to get words correct per minute (WCPM)
199		Analyze errors to determine priorities for instruction.
209		
220	_____	Number of words read
230	_____	Number of errors
231	_____	
241	_____	
252	_____	WCPM
255		

Seventh Grade Record Sheet (English)

Teacher reads title, "Broken Heart"

I did not have a lot of free time to make close friends and do things with them on weekends. Papá allowed us to go out only once a week, and we had to be home by midnight. I did meet many nice classmates at school, and some of us hung around at lunchtime in the cafeteria. Most of them bought their lunch, but I always brought mine from home. I asked Mamá not to make *taquitos* for my lunch, because a few guys made fun of me when they saw me eat them. They called me "chile stomper" or "tamale wrapper." I pretended not to get upset. I knew that if they saw me get mad, they would make fun of me even more. So Mamá made baloney sandwiches instead. I ate jalapeño chiles with my sandwiches to give them flavor.

I also made friends, many of them girls, at school dances, which took place after football or basketball games. Because we had to work, Roberto and I usually skipped the games on Friday nights and went only to the dances. They were held in the school cafeteria, and like the Vets dances, the girls stood on one side and the boys on the other. I thought it was strange that some boys drank to get the courage to ask girls to dance. I spent more time on the girls' side, dancing one song after another. The faster the song, the more I liked it. Listening to music and dancing made me forget my troubles.

At one of the dances, I saw Roberto standing on the side, next to a girl who was slightly taller than he was. I did not think anything about it. The room was warm and stuffy, so I walked out to cool off and to get a drink of water. When I returned, my brother was dancing a slow dance with the same girl. I watched him as they danced past me. He caught my eye and moved his cheek away from hers. As they swirled around, I saw that he had his eyes closed. At the end of the song, they strolled across the floor, holding hands, and stood on the side, away from the crowd. I did not want to lose sight of them, so during the next

15 Name \_\_\_\_\_  
 27 Date \_\_\_\_\_  
 41 School \_\_\_\_\_  
 52 Teacher \_\_\_\_\_  
 63 \_\_\_\_\_  
 75 \_\_\_\_\_

87 Scoring

99 Count as errors:

- Substitutions
- Mispronunciations
- "Tolds" (teacher supplied words)
- Omissions
- Incorrect proper names (multiple incorrect name counted only as one error)

151 Not errors:

- Insertions
- Self-corrections

161 Procedure:

- Count words read
- Enter in box below
- Count errors
- Enter in box below
- Subtract to get words correct per minute (WCPM)

173  
 185  
 197  
 210  
 224  
 235  
 248  
 254 Analyze errors to determine priorities for instruction.

266 \_\_\_\_\_ Number of words read

281  
 293  
 308  
 319  
 332 \_\_\_\_\_ Number of errors

344  
 357 \_\_\_\_\_  
 369 \_\_\_\_\_  
 383 \_\_\_\_\_ WCPM

Teacher reads title, “Corazón partido”

Yo no tenía mucho tiempo libre para hacer amigos y para compartir actividades con ellos los fines de semana. Papá nos permitía salir solamente una vez por semana, y teníamos que estar en casa antes de la medianoche. Llegué a conocer a muchos compañeros simpáticos de clase en la escuela, y algunos de nosotros nos juntábamos en la cafetería a la hora del almuerzo. La mayoría de ellos compraba sus almuerzos, pero yo siempre llevaba el mío de la casa. Le pedí a Mamá que no me hiciera taquitos para el almuerzo, porque algunos muchachos se burlaban de mí cuando me veían comiéndolos. Ellos me llamaban *Chile stomper* o *Tamale wrapper*. Yo fingía no sentirme molesto. Sabía que si ellos veían que me alteraba, se burlarían de mí aún más. De manera que, a partir de entonces, Mamá me preparó sándwiches de boloña en vez de tacos. Yo les ponía chiles jalapeños a mis sándwiches para darles más sabor.

También hice varias amistades, algunas de ellas con muchachas, en los bailes escolares, que se realizaban después de los partidos de fútbol o de baloncesto. Debido al trabajo Roberto y yo generalmente no íbamos a los juegos de los viernes por la noche y asistíamos sólo a los bailes. Éstos se realizaban en la cafetería de la escuela y, al igual que en los bailes de los Vets, las muchachas se apartaban a un lado y los muchachos en el otro. A mí me parecía extraño que algunos muchachos bebieran licor para animarse a invitar a bailar a las muchachas. Yo pasaba más tiempo en el lado de las muchachas, bailando una canción tras otra. Escuchar música y bailar me hacían olvidar mis problemas.

En uno de los bailes, vi a Roberto parado a un lado, junto a una muchacha que era un poco más alta que él. No le di mayor importancia al asunto. El cuarto estaba caliente y mal ventilado,

11 Name \_\_\_\_\_  
 21 Date \_\_\_\_\_  
 31 School \_\_\_\_\_  
 43 Teacher \_\_\_\_\_  
 52 \_\_\_\_\_  
 63 \_\_\_\_\_

72 Scoring

85 Count as errors:

- Substitutions
- Mispronunciations
- “Tolds” (teacher supplied words)
- Omissions
- Incorrect proper names (multiple incorrect name counted only as one error)

136 Not errors:

- Insertions
- Self-corrections

146 Procedure:

- Count words read
- Enter in box below
- Count errors
- Enter in box below
- Subtract to get words correct

160 Analyze errors to determine priorities  
 211 for instruction.

224 \_\_\_\_\_ Number of words read

237 \_\_\_\_\_  
 248 \_\_\_\_\_ Number of errors

259 \_\_\_\_\_  
 269 \_\_\_\_\_  
 278 \_\_\_\_\_ WCPM

284 \_\_\_\_\_  
 298 \_\_\_\_\_  
 312 \_\_\_\_\_  
 322 \_\_\_\_\_

## Eighth Grade Record Sheet (English)

Teacher reads title, "In Solidarity."

At the beginning of the third quarter of my senior year, I made a decision with which my mother strongly disagreed and which affected my midterm grade in my ethics class. I decided to support César Chávez's efforts to unionize farm workers. "We'll lose our jobs; we'll get fired if we go on strike, *mijo*," my mother told me. "Who's going to feed our family while we're out of work?" I explained to her that by workers going on strike and joining the National Farmworker's Association growers would be forced to provide us and other farmworkers with unemployment insurance and better working conditions and guarantee a minimum wage. "Ay *mijo*, piénsalo bien," she said. Think about it carefully.

"Growers have all the power. Poor farm workers like us don't have a chance against them." I stopped arguing with her out of respect. Besides, I understood her fears.

I became more convinced I had made the right decision after attending a forum on the issue of farm workers that took place at noon on Monday, April 4, in front of the student union. Father Tenant Wright, a young and energetic Jesuit priest who organized the event, stood in the middle of a small group of students and asked, "Is it necessary to form a union to represent farm labor?" He looked around and shouted the same question, beckoning students who were passing by to join the growing crowd. As the gathering grew, I spotted Laura several feet away. I elbowed my way through and stood next to her. I was glad she was there.

Father Wright explained the purpose of the forum. He said that the Delano grape strike began seven months before when farm workers in Delano walked off the farms of table grape growers, demanding wages on a level with the federal minimum wage. The strike was being led by César Chávez and Delores Huerta of the National Farm Workers Association.

13		Name	_____
23		Date	_____
35		School	_____
45		Teacher	_____

- 83 Scoring
- 91 Count as errors:
- Substitutions
  - Mispronunciations
  - "Tolds" (teacher supplied words)
  - Omissions
  - Incorrect proper names (multiple incorrect name counted only as one error)

- 140 Not errors:
- Insertions
  - Self-corrections

- 146 Procedure:
- Count words read
  - Enter in box below
  - Count errors
  - Enter in box below
  - Subtract to get words correct per minute (WCPM)

169 Analyze errors to determine priorities for instruction.

224			
235			
246			
260			
262			
272			
282		Number of words read	_____
293			
303		Number of errors	_____
314			_____
321		WCPM	_____

## Eighth Grade Record Sheet (Spanish)

Teacher reads title, "En solidaridad"

Al comienzo del tercer trimestre de mi último año, yo tome una decisión a la cual mi mamá se opuso fuertemente y afectó mis notas parciales en mi clase de ética: decidí apoyar la lucha de César Chávez para sindicalizar a los trabajadores agrícolas.

--Vamos a perder nuestros empleos; nos correrán si hacemos huelga, mijo --me dijo mi mamá--. ¿Quién va a alimentar a nuestra familia cuando estemos sin trabajo?

Yo le expliqué que si los trabajadores hacen huelga y se afilian a la Asociación Nacional de Trabajadores Agrícolas, los dueños de las granjas se verían forzados a darnos a nosotros y a otros trabajadores agrícolas un seguro contra el desempleo, mejores condiciones de trabajo, y a garantizar un salario mínimo.

--¡Ay, mijo, piénsalo bien! Los granjeros tienen todo el poder. Los trabajadores agrícolas pobres, como nosotros, no tenemos ninguna posibilidad de ganarles --yo dejé de discutir con ella por respeto. Además, comprendía sus temores.

Me afiancé en la convicción de que había tomado la decisión correcta después de asistir a un foro sobre el tema de los trabajadores agrícolas que tuvo lugar a mediodía del 4 de abril frente al edificio de la Unión de Estudiantes.

El padre Tenant Wright, un joven y dinámico sacerdote jesuita que organizó el evento, se paró en medio de un grupito de estudiantes y preguntó: "¿Es necesario formar un sindicato para representar a los trabajadores agrícolas"? Miró en derredor y gritó la misma pregunta, instando a los estudiantes que pasaban por ahí a unirse a la creciente multitud. A medida que crecía la concentración, vi a Laura a unos cuantos pies de distancia. Me abrí paso a codazos entre el gentío hasta el lugar donde se encontraba ella y me paré a su lado. Me alegraba que estuviera ahí.

El padre Wright explicó el propósito de aquel foro. Dijo que la huelga de uvas en Delano había empezado siete meses atrás, . . .

12 Name \_\_\_\_\_  
24 Date \_\_\_\_\_  
36 School \_\_\_\_\_  
44 Teacher \_\_\_\_\_

53  
64  
70

Scoring

Count as errors:

- Substitutions
- Mispronunciations
- "Tolds" (teacher supplied words)
- Omissions
- Incorrect proper names (multiple incorrect name counted only as one error)

Not errors:

- Insertions
- Self-corrections

Procedure:

- Count words read
- Enter in box below
- Count errors
- Enter in box below
- Subtract to get words correct per minute (WCPM)

81  
90  
102  
111  
120  
130  
138  
149  
154  
165  
177  
188  
196  
206  
217  
226  
236  
248  
258  
270  
282  
294  
306  
321

Analyze errors to determine priorities for instruction.

\_\_\_\_\_ Number of words read

\_\_\_\_\_ Number of errors

\_\_\_\_\_ WCPM