Progress Monitoring Handouts

Teacher Administration Scripts, Teacher Sheets, and Student Sheets

Reading

Mathematics

Handout: LSF Teacher Administration Script

Examiner: I'm going to show you some letters. You can tell me what <u>sound</u> the letters make. You may know the sound for some letters. For other letters, you may not know the sounds. If you don't know the sound a letter makes, don't worry. Okay? What's important is that you try your best. I'll show you how this activity works. My turn first. (Refer to the practice portion on the LSF sheet.) **This says /b/ Your turn now. What sound does it say?**

Student: /b/

Examiner: Very good (See correction procedures below as needed)**. You told me what sound the letter makes. You're doing a really good job. Now it will be just your turn. Go as quickly and carefully as you can. Remember to tell me the <u>sounds</u> the letters make. Remember, just try your best. If you don't know the sounds it's OK.** (Trigger stopwatch)

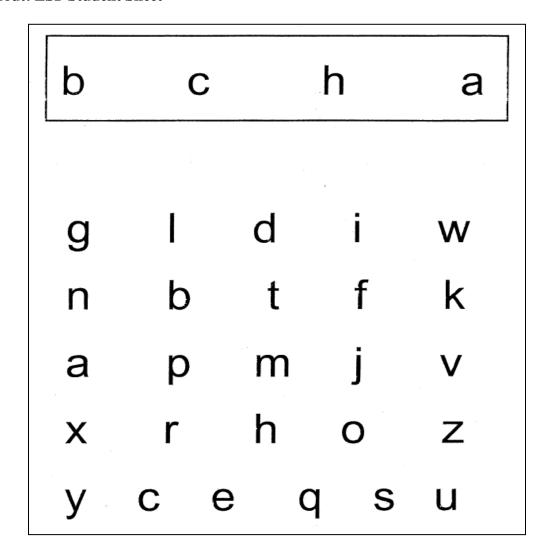<u>Correction procedures for incorrect answers only during practice session:</u>

1. Student says name of the letter rather than sound of the letter. Examiner responds: **The name of that letter is b. The sound it makes is /b/. What sound? Good. You told me the sound the letter makes.**

2. Student says name of the wrong letter. Examiner responds: **The mane of that letter is b. The sound it makes is /b/. Say it with me…. What sound? Very good. You told me what sound the letter makes.**

3. Student says the wrong sound or doesn't respond. Examiner responds: **That sound is /b/. Say it with me…. What sound? Very good. You told me the sound the letter makes.**

Examiner: My turn again. This says /c/. Your turn now. What <u>sound</u> does it say? Do this for letters "h" and "a". Only the short vowel sounds will count as correct (i.e. /a/ as in apple.)

Handout: LSF Teacher Sheet

Score Sheet

Student's Name _____   Examiner's Initials _____

Teacher's Name _____   Date of Testing _____

School _____

Letter Sound Fluency Test

If child does not say anything after 3 seconds: do not say anything, point to next letter. If names incorrect letter: keep going. Draw a diagonal slash through any letters the student does <u>not</u> say the sound for or says the sound incorrectly. Circle the last item that child attempts. Stop at **1 minute.** If finished before 1 minute: record time.

g l d i w n b t f k a p m j v x h o z y c e q s u

_____ number of letters sounded correctly (in _____ seconds)

_____ adjusted score (if completed test in less than 1 minute)

Handout: LSF Student Sheet

b	c		h	a

g	l	d	i	w
n	b	t	f	k
a	p	m	j	v
x	r	h	o	z
y	c	e	q	s	u

Handout: WIF Teacher Administration Script

Examiner: When I say "go," I want you to read these words as quickly and correctly as you can. Start here (point to the first word) **and go down the page** (run your finger down the first column)**. If you don't know a word, skip it and try the next word. Keep reading until I say "stop." Do you have any questions?** Trigger the stopwatch for 1 minute.

Handout: WIF Teacher Sheet

List 16

Student's Name:_____   Examiner's Initials:_____

Student's Teacher:_____   Date:_____

Score 1 for correct response, 0 for incorrect response.

that____	school____	brought____
for____	say____	line____
by____	land____	probably____
her____	enough____	close____
up____	live____	table____
them____	against____	strong____
has____	city____	past____
than____	knew____	friends____
now____	state____	rest____
water____	wanted____	having____
must____	four____	full____
me____	toward____	instead____
come____	move____	case____
still____	power____	worked____
found____	feel____	alone____
here____	given____	street____
large____	eat____	Total score = _____

Handout: WIF Student Sheet

List 16

that	school	brought
for	say	line
by	land	probably
her	enough	close
up	live	table
them	against	strong
has	city	past
than	knew	friends
now	state	rest
water	wanted	having
must	four	full
me	toward	instead
come	move	case
still	power	worked
found	feel	alone
here	given	street
large	eat	

Handout: PRF Teacher Administration Script

Examiner: I want you to read this story to me. You'll have 1 minute to read. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin. Trigger the timer for 1 minute.

Handout: PRF Teacher Sheet

Summertime in the big city had always been hot, but this year it	13
seemed to be unbearable. The air was lifeless and the smells of the city	27
were multiplying until it began to remind Yolanda of one big dirty	39
clothes hamper.	41
Yolanda lived on the twelfth floor of a forty-story high-rise	53
apartment building, on the east side of the city near the river. The	66
apartment was too small for the five people in her family and much too	80
hot. Ma opened the windows in hopes of catching a breeze. Yolanda	92
and her sister Jackie offered to run to the store anytime Ma needed	105
something just so they could stand in a place that had air conditioning.	118
Yolanda was thirteen years old; too old to play on the kiddie	130
playground and too young to get a summer job. She spent most of the	144
time sitting on the front steps of the apartment building watching the	156
traffic go by. She and her friends sometimes played hopscotch.	166
One morning as Yolanda was watching TV she saw a	176
commercial that gave her an idea. It was a lemonade commercial. It	188
advertised that lemonade was cool and refreshing, just the drink to	199
quench a summer thirst.	203
Yolanda ran down to the corner store to buy some lemonade	214
supplies. She bought a package of paper cups for two dollars and two	227
pounds of lemons for 60 cents a pound. She also got a small bag of	241
sugar in case the lemons were too sour. She wanted to make the best	255
lemonade ever sold on East Street.	261
Yolanda made two gallons of lemonade, added two teaspoons of	271
sugar for taste, gathered the cups and ice, and went downstairs to set up	285
her lemonade stand. She set it up in front of the building and sold four	300

Handout: PRF Student Sheet

Summertime in the big city had always been hot, but this year it seemed to be unbearable. The air was lifeless and the smells of the city were multiplying until it began to remind Yolanda of one big dirty clothes hamper.

Yolanda lived on the twelfth floor of a forty-story high-rise apartment building, on the east side of the city near the river. The apartment was too small for the five people in her family and much too hot. Ma opened the windows in hopes of catching a breeze. Yolanda and her sister Jackie offered to run to the store anytime Ma needed something just so they could stand in a place that had air conditioning. Yolanda was thirteen years old; too old to play on the kiddie playground and too young to get a summer job. She spent most of the time sitting on the front steps of the apartment building watching the traffic go by. She and her friends sometimes played hopscotch.

One morning as Yolanda was watching TV she saw a commercial that gave her an idea. It was a lemonade commercial. It advertised that lemonade was cool and refreshing, just the drink to quench a summer thirst.

Yolanda ran down to the corner store to buy some lemonade supplies. She bought a package of paper cups for two dollars and two pounds of lemons for 60 cents a pound. She also got a small bag of sugar in case the lemons were too sour. She wanted to make the best lemonade ever sold on East Street.

Yolanda made two gallons of lemonade, added two teaspoons of sugar for taste, gathered the cups and ice, and went downstairs to set up her lemonade stand. She set it up in front of the building and sold four

Handout: Maze Teacher Administration Script

Examiner (first administration only)**: Look at this story.** (Place practice maze story on overhead.) **It has some places where you need to choose the correct word. Whenever you come to three words in parentheses and underlined (or bolded)** (point)**, choose the word that belongs in the story. Listen. The story begins, "Stuart had nice parents. They did not embarrass him in [glad/front/yellow] of his friends." Which one of the three underlined (or bolded) words [glad/front/yellow] belongs in the sentence?** (Give time for response.) **That's right. The word that belongs in the sentence is <u>front</u>. So, you circle the word <u>front</u>.** (Demonstrate.) Continue through entire practice activity. **Now you are going to do the same thing by yourself.**

Examiner (all administrations)**: Whenever you come to three words in parentheses and underlined (or bolded), circle the word that belongs in the sentence. Choose a word even if you're not sure of the answer. When I tell you to start, pick up your pencil, turn your test over, and begin working. At the end of 2 and a half minutes, I'll tell you to stop working. Remember, do your best. Any questions? Start.** Trigger the timer for 2.5 minutes.

Handout: Sample Maze Fluency Student Sheet

SUMMER CAMP

Stuart had nice parents. They did not embarrass him in [**glad/ front/ yellow**] of his friends. His father did [**not/ ant/ soft**] yell at him during his baseball [**center/ games/ lines**], and his mother never kissed him [**in/ tot/ put**] front of his friends. He generally [**liked/ flow/ jeep**] his parents, except for the fact [**shoe/ went/ that**] they were sending him to summer [**bus/ dump/ camp**] this year.

Stuart did not want [**to/ wit/ cow**] go to summer camp. The thought [**and/ be/ of**] it made him picture himself hot [**coat/ rest/ and**] thirsty, hiking up a dusty trail. [**Bit/ He/ Go**] knew that summer camp food had [**of/ to/ my**] be bad news, too. Besides, summer [**camp/ free/ dog**] was for people with nothing else [**fad/ to/ sew**] do. He had plenty of things planned [**for/ much/ very**] his summer at home.

"Summer camp [**will/ yes/ belt**] be good for you," said Mother. "[**Feel/ And/ Lot**] I don't want to hear another [**catch/ phone/ word**] about it!" Stuart moped around the [**beat/ opens/ house**] until it was time to go. Mother [**had/ with/ boy**] packed his trunk full of clothes, [**and/ sort/ time**] she and Dad took Stuart to [**real/ glob/ the**] bus station. Stuart tried hard not [**to/ sun/ we**] cry when he hugged them goodbye. [**Yet/ He/ Sat**] ran onto the bus and buried [**beam/ his/ neat**] head in his hands. After a [**while/ tall/ hate**], he looked out the window.

Handout: Number Identification Teacher Sheet

Teacher: The paper in front of you has boxes with numbers in them. When I say begin, I want you to tell me what number is in each box. Start here and go across the page *(demonstrate by pointing).* Try each one. If you come to one that you don't know, I'll tell you to go on to the next one. Are there any questions? Put your finger on the first one. Ready, begin. *(Start stopwatch. If the student does not respond after 3 seconds, then count the item as incorrect; point to the next item and say "Try this one." At the end of 1 minute, draw a line under the last item completed.)*

Handout: Number Identification Teacher Sheet

Number Identification—Administrator copy

Student:_____Date:_____Number correct:_____
Directions: Write the number that the student says in the blank.

1. _____ (6)	22. _____ (64)	43. _____ (3)	64. _____ (33)
2. _____ (26)	23. _____ (47)	44. _____ (13)	65. _____ (6)
3. _____ (39)	24. _____ (9)	45. _____ (8)	66. _____ (2)
4. _____ (9)	25. _____ (1)	46. _____ (0)	67. _____ (9)
5. _____ (16)	26. _____ (34)	47. _____ (20)	68. _____ (14)
6. _____ (5)	27. _____ (24)	48. _____ (49)	69. _____ (20)
7. _____ (18)	28. _____ (97)	49. _____ (57)	70. _____ (4)
8. _____ (8)	29. _____ (11)	50. _____ (1)	71. _____ (4)
9. _____ (6)	30. _____ (11)	51. _____ (12)	72. _____ (1)
10. _____ (8)	31. _____ (3)	52. _____ (42)	73. _____ (32)
11. _____ (4)	32. _____ (49)	53. _____ (38)	74. _____ (7)
12. _____ (0)	33. _____ (15)	54. _____ (11)	75. _____ (12)
13. _____ (18)	34. _____ (20)	55. _____ (43)	76. _____ (8)
14. _____ (30)	35. _____ (42)	56. _____ (33)	77. _____ (17)
15. _____ (16)	36. _____ (14)	57. _____ (3)	78. _____ (4)
16. _____ (2)	37. _____ (3)	58. _____ (82)	79. _____ (8)
17. _____ (18)	38. _____ (0)	59. _____ (0)	80. _____ (14)
18. _____ (94)	39. _____ (6)	60. _____ (20)	81. _____ (16)
19. _____ (17)	40. _____ (11)	61. _____ (14)	82. _____ (0)
20. _____ (22)	41. _____ (10)	62. _____ (14)	83. _____ (19)
21. _____ (7)	42. _____ (4)	63. _____ (100)	84. _____ (8)

Handout: Number Identification Student Sheets

Number Identification, page 1—Student copy

6	26	39	9
16	5	18	8
6	8	4	0
18	30	16	2
18	94	17	22
7	64	47	9
1	34	24	97

Number Identification, page 2—Student copy

11	11	3	49
15	20	42	14
3	0	6	11
10	4	3	13
8	0	20	49
57	1	12	42
38	11	43	33

Number Identification, page 3—Student copy

3	82	0	20
14	14	100	33
6	2	9	14
20	4	4	1
32	7	12	8
17	4	8	14
16	0	19	8

Handout: Quantity Discrimination Teacher Sheet

Teacher: The paper in front of you has boxes with two numbers in each box. When I say begin, I want you to tell me which number is bigger. Start here and go across the page *(demonstrate by pointing)*. Try each one. If you come to one that you don't know, I'll tell you to go on to the next one. Are there any questions? Put your finger on the first one. Ready, begin. *(Start stopwatch. If the student does not respond after 3 seconds, then count the item as incorrect; point to the next item and say "Try this one." At the end of 1 minute, draw a line under the last item completed.)*
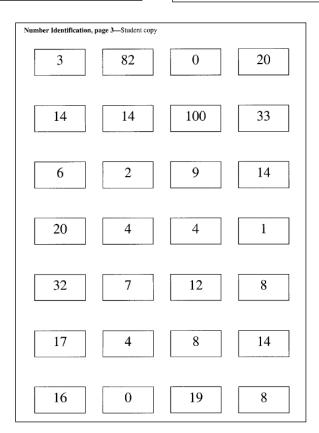
Quantity Discrimination—Administrator copy

Student:_____ Date:_____ Number correct:_____

Directions: Write the number that the student says in the blank.

1. _____ (5)	22. _____ (8)	43. _____ (8)
2. _____ (7)	23. _____ (9)	44. _____ (15)
3. _____ (8)	24. _____ (16)	45. _____ (18)
4. _____ (18)	25. _____ (9)	46. _____ (18)
5. _____ (10)	26. _____ (8)	47. _____ (9)
6. _____ (8)	27. _____ (19)	48. _____ (7)
7. _____ (16)	28. _____ (1)	49. _____ (8)
8. _____ (9)	29. _____ (5)	50. _____ (15)
9. _____ (10)	30. _____ (10)	51. _____ (8)
10. _____ (6)	31. _____ (18)	52. _____ (9)
11. _____ (8)	32. _____ (14)	53. _____ (10)
12. _____ (9)	33. _____ (2)	54. _____ (8)
13. _____ (12)	34. _____ (10)	55. _____ (12)
14. _____ (15)	35. _____ (7)	56. _____ (8)
15. _____ (10)	36. _____ (8)	57. _____ (5)
16. _____ (14)	37. _____ (9)	58. _____ (20)
17. _____ (6)	38. _____ (12)	59. _____ (6)
18. _____ (10)	39. _____ (9)	60. _____ (17)
19. _____ (15)	40. _____ (18)	61. _____ (9)
20. _____ (6)	41. _____ (18)	62. _____ (6)
21. _____ (5)	42. _____ (17)	63. _____ (5)

Handout: Quantity Discrimination Student Sheets

Quantity discrimination, page 1—student copy

5	2	7	1	8	3
1	18	8	10	7	8
16	8	9	1	10	7
2	6	8	3	9	4
12	5	9	15	10	8
0	14	0	6	8	10
15	14	6	1	5	1

Quantity discrimination, page 2—student copy

8	4	5	9	16	1
1	9	8	5	19	0
1	0	4	5	5	10
18	10	13	14	0	2
3	10	7	0	8	7
7	9	12	2	9	1
11	18	17	18	9	17

8	1	9	15	15	18
4	18	9	2	3	7
8	6	15	6	6	8
9	6	10	1	2	8
12	7	5	8	5	3
4	20	6	0	15	17
2	9	6	5	1	5

Handout: Missing Number Teacher Sheet

Teacher: The paper in front of you has boxes with three numbers and a blank in each of them. When I say begin, I want you to tell me what number goes in the blank in each box. Start here and go across the page *(demonstrate by pointing)*. Try each one. If you come to one that you don't know, I'll tell you to go on to the next one. Are there any questions? Put your finger on the first one. Ready, begin. *(Start stopwatch. If the student does not respond after 3 seconds, then count the item as incorrect; point to the next item and say "Try this one." At the end of 1 minute, draw a line under the last item completed.)*

Missing Number—Administrator copy

Student:_____Date:_____Number correct:_____
Directions: Write the number that the student says in the blank.

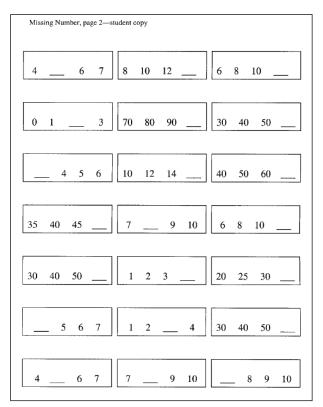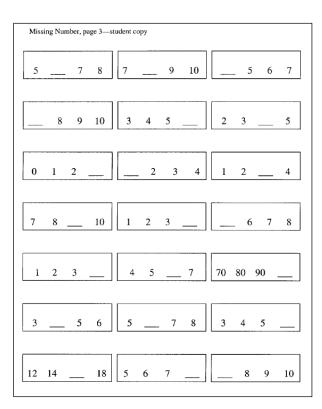|		
1. _____ (1)	22. _____ (5)	43. _____ (6)
2. _____ (10)	23. _____ (14)	44. _____ (8)
3. _____ (0)	24. _____ (12)	45. _____ (4)
4. _____ (5)	25. _____ (2)	46. _____ (7)
5. _____ (20)	26. _____ (100)	47. _____ (6)
6. _____ (14)	27. _____ (60)	48. _____ (4)
7. _____ (5)	28. _____ (3)	49. _____ (3)
8. _____ (4)	29. _____ (16)	50. _____ (1)
9. _____ (9)	30. _____ (70)	51. _____ (3)
10. _____ (5)	31. _____ (50)	52. _____ (9)
11. _____ (6)	32. _____ (8)	53. _____ (4)
12. _____ (6)	33. _____ (12)	54. _____ (5)
13. _____ (20)	34. _____ (60)	55. _____ (4)
14. _____ (4)	35. _____ (4)	56. _____ (6)
15. _____ (60)	36. _____ (35)	57. _____ (100)
16. _____ (4)	37. _____ (4)	58. _____ (4)
17. _____ (6)	38. _____ (3)	59. _____ (6)
18. _____ (100)	39. _____ (60)	60. _____ (6)
19. _____ (9)	40. _____ (5)	61. _____ (16)
20. _____ (10)	41. _____ (8)	62. _____ (8)
21. _____ (0)	42. _____ (7)	63. _____ (7)

Handout: Missing Number Student Sheets

Missing Number, page 1—Student copy

0 __ 2 3	7 8 9 __	__ 1 2 3
4 __ 6 7	5 10 15 __	8 10 12 __
2 3 4 __	__ 5 6 7	7 8 __ 10
4 __ 6 7	3 4 5 __	__ 7 8 9
14 16 18 __	1 2 3 __	30 40 50 __
__ 5 6 7	5 __ 7 8	70 80 90 __
7 8 __ 10	4 6 8 __	__ 1 2 3

Missing Number, page 2—student copy

4 __ 6 7	8 10 12 __	6 8 10 __
0 1 __ 3	70 80 90 __	30 40 50 __
__ 4 5 6	10 12 14 __	40 50 60 __
35 40 45 __	7 __ 9 10	6 8 10 __
30 40 50 __	1 2 3 __	20 25 30 __
__ 5 6 7	1 2 __ 4	30 40 50 __
4 __ 6 7	7 __ 9 10	__ 8 9 10

Missing Number, page 3—student copy

5 __ 7 8	7 __ 9 10	__ 5 6 7
__ 8 9 10	3 4 5 __	2 3 __ 5
0 1 2 __	__ 2 3 4	1 2 __ 4
7 8 __ 10	1 2 3 __	__ 6 7 8
1 2 3 __	4 5 __ 7	70 80 90 __
3 __ 5 6	5 __ 7 8	3 4 5 __
12 14 __ 18	5 6 7 __	__ 8 9 10

Handout: Computation

Password: ARM

Name: _____ Date: _____

A	B	C	D	E
$\frac{3}{5} - \frac{1}{3} =$	$\begin{array}{r} 2.66 \\ \times\ 5.4 \\ \hline \end{array}$	$5\frac{3}{5} - 3\frac{4}{5} =$	$\begin{array}{r} 15961 \\ +\ 92307 \\ \hline \end{array}$	$\begin{array}{r} 23281 \\ -\ 16754 \\ \hline \end{array}$

F	G	H	I	J
$\begin{array}{r} 2.591 \\ +\ 7.6588 \\ \hline \end{array}$	$\begin{array}{r} 65983 \\ +\ 56937 \\ \hline \end{array}$	$.13\overline{)884}$	$122\overline{)8614}$	$3 \times \frac{1}{2} =$

K	L	M	N	O
$\begin{array}{r} 5952 \\ \times\ 246 \\ \hline \end{array}$	$7\frac{4}{7} + 1\frac{2}{3} =$	$45\overline{)65}$	$3\frac{1}{3} + 8\frac{2}{3} =$	$\begin{array}{r} 3.4423 \\ -\ 1.33 \\ \hline \end{array}$

P	Q	R	S	T
$\frac{2}{5} \times \frac{2}{5} =$	$81\overline{)9301}$	$\begin{array}{r} 1.292 \\ \times\ 1.7 \\ \hline \end{array}$	$1.3\overline{).598}$	$\frac{7}{9} + \frac{2}{3} =$

U	V	W	X	Y
$\begin{array}{r} 3596 \\ \times\ 168 \\ \hline \end{array}$	$7 \div \frac{1}{5} =$	$\frac{3}{4} \div \frac{7}{9} =$	$9\frac{3}{10} - 3\frac{3}{5} =$	$\begin{array}{r} 55867 \\ -\ 32719 \\ \hline \end{array}$

Handout: Concepts and Applications (full test is 3 pages)

Name _____   Date _____

Column A   Applications 5   Column B

(1)

Area of rectangle = length x width

6 ft

9 ft

Area = _____ sq. ft

(2)
Round to the nearest thousand:

65,721   _____

(3)   Write a letter in each blank

R   Q   S

T

(A) point Q
_____ center   (B) segment QS
                    (C) segment RS
_____ diameter   (D) segment ST

(4)

Reid drove 17.8 miles on Saturday and 10.5 miles on Sunday. How many miles did he drive altogether?

_____

D

(5)

Find the average of these numbers.

5, 13, 3, 8, 6

Arithmetic mean = _____

(6)

Write the letter **P** next to prime numbers and the letter **N** next to numbers that are not prime.

_____ 7   _____ 10

(7)

Gum is priced 4 packs for $1.00. Bill bought 1 pack. He gave the clerk a $5.00 bill and received change in the least number of bills and coins. How many of each were there? (If none, write the number zero.)

_____ $5 bills _____ $1 bills _____ quarters

(8)
Look at this number.

1,238,647

Which digit is in the millions place?

_____

Which digit is in the ten thousands place?

_____