

The dog saw the little girl.  
The girl did not know the dog.  
She ran away from it.  
The girl went into her house.  
The dog was surprised.  
It had come to play.

**Form B**

The little boy saw the ball.  
He ran to get it.  
The ball is red and yellow.  
The boy likes the ball.  
He will play with his new ball.  
He will have fun.

**Form A**

Look at me.  
See what I can do.  
I can run and jump.  
Do you like to play?  
I like to play.  
Will you play with me?  
We can run.  
We can jump.

**Form B**

Look at my little dog.  
See it run and jump.  
I like to play with my dog.  
We can run.  
We can jump.  
Do you like my little dog?  
My dog likes you.

**Form A**

# E-1a & b Reads Orally at Preprimer or Primer Level

## Overview

This assessment focuses on the student's ability to read orally at the preprimer or primer level.

### SKILL

Reads orally at preprimer or primer level

### ASSESSMENT METHOD

Individual Oral Response

### MATERIALS

Page S-160

### SCORING INFORMATION

Record results on page 15 of the student's *Record Book*. Accuracy of 97% (no more than one error for the story of thirty-three words at the preprimer or primer level) constitutes mastery. See ACCURACY, on page 156, for further explanation. Discontinue after determining the highest grade level at which the student reads orally with at least 97% accuracy.

### OBJECTIVE FOR WRITING IEPs

By \_\_\_\_ (date) \_\_\_\_, when given a Fry-referenced story with a preprimer or primer textbook-criterioned vocabulary of thirty-three words,     (student's name)     will read the story aloud and have difficulty with no more than one word (97% accuracy).

## Directions for Assessment: Oral Response

Ask the student to read orally one of the two stories, Form A or B, on page S-160. Point to the story you want the student to read, and

**Say:** Read this story aloud.

If the student does not know a word, wait five seconds and then pronounce the word for the student.

If the student substitutes, self-corrects, inserts, omits, or repeats any word, ask the student to reread it. Point to the word where the error was made, and

**Say:** Read this word again.

Continue the assessment until you determine the highest grade level at which the student can read with 97% accuracy.

### STUDENT-PAGE FORMAT FOR PAGE S-160

#### a. Preprimer

##### Form A

Look at my little dog.  
See it run and jump.  
I like to play with my dog.  
We can run.  
We can jump.  
Do you like my little dog?  
My dog likes you.

##### Form B

Look at me.  
See what I can do.  
I can run and jump.  
Do you like to play?  
I like to play.  
Will you play with me?  
We can run.  
We can jump.

#### b. Primer

##### Form A

The little boy saw the ball.  
He ran to get it.  
The ball is red and yellow.  
The boy likes the ball.  
He will play with his new ball.  
He will have fun.

##### Form B

The dog saw the little girl.  
The girl did not know the dog.  
She ran away from it.  
The girl went into her house.  
The dog was surprised.  
It had come to play.

The girl had a picture of her kitten.  
She wanted to show it to her friends.  
She walked down the street.  
But she didn't see her friends.  
They had gone on a picnic.

**Form B**

The man walked down the street.  
His new hat made him happy.  
Then the wind began to blow.  
The hat came off his head.  
"Stop!" he called.  
The hat stopped in a tree.

**Form A**

The cat saw two birds.  
They were blue birds.  
They were on the green grass.  
They wanted something to eat.  
They were looking for food.  
Then they saw the cat.  
They went away.

**Form B**

The woman asked, "Who is your friend?"  
I said, "My friend is my cat.  
We like to have fun.  
We are looking for something to do.  
Will you play a game with us?"

**Form A**

# E-1c & d Reads Orally at Lower First-Grade or Upper First-Grade Level

## Overview

This assessment focuses on the student's ability to read orally at the lower first-grade or upper first-grade level.

### SKILL

Reads orally at lower first-grade or upper first-grade level

### ASSESSMENT METHOD

Individual Oral Response

### MATERIALS

Page S-161

### SCORING INFORMATION

Record results on page 15 of the student's *Record Book*.  
Accuracy of 97% (no more than one error for the story of thirty-three words at the lower first-grade or upper first-grade level) constitutes mastery. See ACCURACY, on page 156, for further explanation.  
Discontinue after determining the highest grade level at which the student reads orally with at least 97% accuracy.

### OBJECTIVE FOR WRITING IEPs

By \_\_\_\_ (date) \_\_\_\_, when given a Fry-referenced story with a lower first-grade or upper first-grade textbook-criterioned vocabulary of thirty-three words, (student's name) will read the story aloud and have difficulty with no more than one word (97% accuracy).

## Directions for Assessment: Oral Response

Ask the student to read orally one of the two stories, Form A or B, on page S-161. Point to the story you want the student to read, and

**Say:** Read this story aloud.

If the student does not know a word, wait five seconds and then pronounce the word for the student.

If the student substitutes, self-corrects, inserts, omits, or repeats any word, ask the student to reread it. Point to the word where the error was made, and

**Say:** Read this word again.

Continue the assessment until you determine the highest grade level at which the student can read with 97% accuracy.

### STUDENT-PAGE FORMAT FOR PAGE S-161

#### c. Lower First Grade

##### Form A

The woman asked, "Who is your friend?"  
I said, "My friend is my cat.  
We like to have fun.  
We are looking for something to do.  
Will you play a game with us?"

##### Form B

The cat saw two birds.  
They were blue birds.  
They were on the green grass.  
They wanted something to eat.  
They were looking for food.  
Then they saw the cat.  
They went away.

#### d. Upper First Grade

##### Form A

The man walked down the street.  
His new hat made him happy.  
Then the wind began to blow.  
The hat came off his head.  
"Stop!" he called.  
The hat stopped in a tree.

##### Form B

The girl had a picture of her kitten.  
She wanted to show it to her friends.  
She walked down the street.  
But she didn't see her friends.  
They had gone on a picnic.

Years ago Main Street was a dirt road. People rode horses down the middle of the road. Some rode in wagons. When it rained, the road was almost like a muddy river. There was only one store.

Now there are no horses but many cars. When it rains, the water drains off the street and there is no mud. There are sidewalks and a lot of stores.

**Form B**

Dan's mother was surprised when she saw him. He was home from school early. He must have rushed home.

Dan was also surprised. He thought his mother would still be at work. But she had left work early today because it was her birthday.

Dan had planned to bake a cake while his mother was at work. Now maybe his mother would help him bake the cake.

**Form A**

Jan was happy. She had some money in her pocket. She was going to buy a toy boat. She was buying the boat for her brother.

She wanted to put her brother's name on the boat. She did not know how to spell his name. Jan asked her mother how to spell it. She decided to hide the boat under her bed. It was for his birthday.

**Form B**

Luis told the man he needed some peanuts. The man thought Luis wanted to eat the peanuts.

The man said, "Children like to eat peanuts, don't they?"

Luis said, "Yes, but these peanuts are not for me. I'm buying these peanuts for my pet." The man asked, "What kind of animal is your pet? Do you have a squirrel?"

Luis said, "No, my pet is a rabbit."

**Form A**

# E-1e & f Reads Orally at Lower Second-Grade or Upper Second-Grade Level

## Overview

This assessment focuses on the student's ability to read orally at the lower second-grade or upper second-grade level.

### SKILL

Reads orally at lower second-grade or upper second-grade level

### ASSESSMENT METHOD

Individual Oral Response

### MATERIALS

Page S-162

### SCORING INFORMATION

Record results on page 15 of the student's *Record Book*.

Accuracy of 97% (no more than two errors for the story of sixty-seven words at the lower second-grade or upper second-grade level) constitutes mastery. See ACCURACY, on page 156, for further explanation.

Discontinue after determining the highest grade level at which the student reads orally with at least 97% accuracy.

### OBJECTIVE FOR WRITING IEPs

By \_\_\_\_ (date) \_\_\_\_, when given a Fry-referenced story with a lower second-grade or upper second-grade textbook-criterioned vocabulary of sixty-seven words, (student's name) will read the story aloud and have difficulty with no more than two words (97% accuracy).

## Directions for Assessment: Oral Response

Ask the student to read orally one of the two stories, Form A or B, on page S-162. Point to the story you want the student to read, and

**Say:** Read this story aloud.

If the student does not know a word, wait five seconds and then pronounce the word for the student.

If the student substitutes, self-corrects, inserts, omits, or repeats any word, ask the student to reread it. Point to the word where the error was made, and

**Say:** Read this word again.

Continue the assessment until you determine the highest grade level at which the student can read with 97% accuracy.

### STUDENT-PAGE FORMAT FOR PAGE S-162

#### e. Lower Second Grade

##### Form A

Luis told the man he needed some peanuts. The man thought Luis wanted to eat the peanuts.

The man said, "Children like to eat peanuts, don't they?"

Luis said, "Yes, but these peanuts are not for me. I'm buying these peanuts for my pet."

The man asked, "What kind of animal is your pet? Do you have a squirrel?"

Luis said, "No, my pet is a rabbit."

##### Form B

Jan was happy. She had some money in her pocket. She was going to buy a toy boat. She was buying the boat for her brother.

She wanted to put her brother's name on the boat. She did not know how to spell his name. Jan asked her mother how to spell it. She decided to hide the boat under her bed. It was for his birthday.

#### f. Upper Second Grade

##### Form A

Dan's mother was surprised when she saw him. He was home from school early. He must have rushed home.

Dan was also surprised. He thought his mother would still be at work. But she had left work early today because it was her birthday.

Dan had planned to bake a cake while his mother was at work. Now maybe his mother would help him bake the cake.

##### Form B

Years ago Main Street was a dirt road. People rode horses down the middle of the road. Some rode in wagons. When it rained, the road was almost like a muddy river. There was only one store.

Now there are no horses but many cars. When it rains, the water drains off the street and there is no mud. There are sidewalks and a lot of stores.

Lauren rode the same school bus every day. One afternoon as she got on the bus, she noticed it had a new driver. The new driver said, "Hi." The bus traveled a few blocks. Then it turned in a new direction and was on a street Lauren did not recognize. Lauren thought, "Something is strange." Then she figured out what had happened. She had boarded the wrong bus.

**Form B**

I followed the directions on the package when I planted the seeds. I expected to have little corn plants in fourteen days. Something must have happened. I went to the garden this morning. I wanted to check for plants. As I went into the garden, three crows flew out. I raced back to the house to tell my dad. He said, "I think I know what happened."

**Form A**

The circus people were ready, dressed in their colorful clothes. It was time for the circus to start. They were waiting for the leader to blow the whistle. I thought, "Nothing is more exciting than a circus!" The whistle was blown and the loud music started. A man with a tall hat ran to the center of the tent. He bowed to us. The circus had begun.

**Form B**

This was Gina's first morning in the hospital. She had been awake for half an hour and was hungry. A young woman pushed a cart into Gina's room. On the cart were covered dishes. There were glasses of fruit juice and milk. Gina was very hungry when she smelled the food. The young woman asked, "Are you ready for breakfast?" "Yes, please!" said Gina with a smile.

**Form A**

# E-1g & h Reads Orally at Lower Third-Grade or Upper Third-Grade Level

## Overview

This assessment focuses on the student's ability to read orally at the lower third-grade or upper third-grade level.

### SKILL

Reads orally at lower third-grade or upper third-grade level

### ASSESSMENT METHOD

Individual Oral Response

### MATERIALS

Page S-163

### SCORING INFORMATION

Record results on page 15 of the student's *Record Book*.

Accuracy of 97% (no more than two errors for the story of sixty-seven words at the lower third-grade or upper third grade level) constitutes mastery. See ACCURACY, on page 156, for further explanation. Discontinue after determining the highest grade level at which the student reads orally with at least 97% accuracy.

### OBJECTIVE FOR WRITING IEPs

By \_\_\_\_ (date) \_\_\_\_, when given a Fry-referenced story with a lower third-grade or upper third-grade textbook-criterioned vocabulary of sixty-seven words, (student's name) will read the story aloud and have difficulty with no more than two words (97% accuracy).

## Directions for Assessment: Oral Response

Ask the student to read orally one of the two stories, Form A or B, on page S-163. Point to the story you want the student to read, and

**Say: Read this story aloud.**

If the student does not know a word, wait five seconds and then pronounce the word for the student.

If the student substitutes, self-corrects, inserts, omits, or repeats any word, ask the student to reread it. Point to the word where the error was made, and

**Say: Read this word again.**

Continue the assessment until you determine the highest grade level at which the student can read with 97% accuracy.

### STUDENT-PAGE FORMAT FOR PAGE S-163

#### g. Lower Third Grade

##### Form A

This was Gina's first morning in the hospital. She had been awake for half an hour and was hungry.

A young woman pushed a cart into Gina's room. On the cart were covered dishes. There were glasses of fruit juice and milk. Gina was very hungry when she smelled the food.

The young woman asked, "Are you ready for breakfast?"

"Yes, please!" said Gina with a smile.

##### Form B

The circus people were ready, dressed in their colorful clothes. It was time for the circus to start. They were waiting for the leader to blow the whistle.

I thought, "Nothing is more exciting than a circus!"

The whistle was blown and the loud music started. A man with a tall hat ran to the center of the tent. He bowed to us. The circus had begun.

#### h. Upper Third Grade

##### Form A

I followed the directions on the package when I planted the seeds. I expected to have little corn plants in fourteen days. Something must have happened.

I went to the garden this morning. I wanted to check for plants. As I went into the garden, three crows flew out. I raced back to the house to tell my dad.

He said, "I think I know what happened."

##### Form B

Lauren rode the same school bus every day. One afternoon as she got on the bus, she noticed it had a new driver. The new driver said, "Hi."

The bus traveled a few blocks. Then it turned in a new direction and was on a street Lauren did not recognize.

Lauren thought, "Something is strange."

Then she figured out what had happened. She had boarded the wrong bus.

The captain spoke sternly while issuing orders. He and his crew were well trained for the job, but they were tense. They were aware of the grave danger facing them. The crew wore masks because of the dangerous fumes leaking from the huge tank. Breathing was difficult, and they were concerned that the contents of the tank could explode without warning. Yet they continued to crawl forward.

### Form B

The snow had begun to accumulate on the road, and the swirling flakes were blinding. I was not prepared for a severe storm. I decided to drive steadily homeward. Suddenly the car swerved out of control and took a diving plunge into a ditch. I was not injured, but I sat motionless and considered my choices. Should I remain in the car or should I seek help?

### Form A

Was setting up my pup tent alone beneath the spreading mammoth oak a mistake? Would I be scared if a roaming beast broke the silence of the night? Maybe not if the silver moon kept the sky bright. Suddenly I heard a shuffling sound and saw a shadow move past the tent. I grabbed my flashlight and took a deep breath. I crawled cautiously from the tent.

### Form B

It was the day of the big race. I usually don't boast, but I felt certain I could win the fifty-yard dash. As I anxiously waited for the starting gun to be fired, I became concerned about a cramp in a muscle of my right leg. The coach helped me to relax the muscle. Now I could run my best. Maybe I would be the local champion.

### Form A

# E-1i & j Reads Orally at Fourth-Grade or Fifth-Grade Level

## Overview

This assessment focuses on the student's ability to read orally at the fourth-grade or fifth-grade level.

### SKILL

Reads orally at fourth-grade or fifth-grade level

### ASSESSMENT METHOD

Individual Oral Response

### MATERIALS

Page S-164

### SCORING INFORMATION

Record results on page 15 of the student's *Record Book*.

Accuracy of 97% (no more than two errors for the story of sixty-seven words at the fourth-grade or fifth-grade level) constitutes mastery. See ACCURACY, on page 156, for further explanation. Discontinue after determining the highest grade level at which the student reads orally with at least 97% accuracy.

### OBJECTIVE FOR WRITING IEPs

By \_\_\_\_ (date) \_\_\_\_, when given a Fry-referenced story with a fourth-grade or fifth-grade textbook-criterioned vocabulary of sixty-seven words, (student's name) will read the story aloud and have difficulty with no more than two words (97% accuracy).

## Directions for Assessment: Oral Response

Ask the student to read orally one of the two stories, Form A or B, on page S-164. Point to the story you want the student to read, and

**Say: Read this story aloud.**

If the student does not know a word, wait five seconds and then pronounce the word for the student.

If the student substitutes, self-corrects, inserts, omits, or repeats any word, ask the student to reread it. Point to the word where the error was made, and

**Say: Read this word again.**

Continue the assessment until you determine the highest grade level at which the student can read with 97% accuracy.

### STUDENT-PAGE FORMAT FOR PAGE S-164

#### i. Fourth Grade

##### Form A

It was the day of the big race. I usually don't boast, but I felt certain I could win the fifty-yard dash.

As I anxiously waited for the starting gun to be fired, I became concerned about a cramp in a muscle of my right leg. The coach helped me to relax the muscle.

Now I could run my best. Maybe I would be the local champion.

##### Form B

Was setting up my pup tent alone beneath the spreading mammoth oak a mistake? Would I be scared if a roaming beast broke the silence of the night? Maybe not if the silver moon kept the sky bright.

Suddenly I heard a shuffling sound and saw a shadow move past the tent. I grabbed my flashlight and took a deep breath. I crawled cautiously from the tent.

#### j. Fifth Grade

##### Form A

The snow had begun to accumulate on the road, and the swirling flakes were blinding. I was not prepared for a severe storm. I decided to drive steadily homeward.

Suddenly the car swerved out of control and took a diving plunge into a ditch. I was not injured, but I sat motionless and considered my choices. Should I remain in the car or should I seek help?

##### Form B

The captain spoke sternly while issuing orders. He and his crew were well trained for the job, but they were tense. They were aware of the grave danger facing them.

The crew wore masks because of the dangerous fumes leaking from the huge tank. Breathing was difficult, and they were concerned that the contents of the tank could explode without warning. Yet they continued to crawl forward.

Many bald eagles inhabited the area around Blue Lake. Then about thirty years ago, pesticides were used in the area. It appears spraying with these chemicals made it impossible for the huge birds to reproduce and survive in the lake region. Spraying has been controlled in recent years, and biologists hope the large birds will be able to live at Blue Lake again. Six weeks ago, four eaglets were brought to Blue Lake and placed in a man-made nest. A ranger has been feeding and caring for the baby birds. She believes the eaglets will be flying within two weeks.

**Form B**

January's extreme temperatures caused pipes in the fountain in the lake to burst. No water has flowed from the fountain since. Last month maintenance crews drained the lake so that the pipes could be repaired. Then city officials decided to have the mud dredged from the lake bottom while it was empty. The cost of the dredging depleted money from the budget. The amount left in the budget was insufficient to hire a contractor to repair the pipes. Maintenance crews have completed the repairs as their schedules have allowed. The ducks were delighted when the fountain began flowing again yesterday.

**Form A**

Few people are aware of how complicated building a home can be. One way to gain insight into how complex the task and process can be is to study a set of house plans drawn by an architect. Plans show the dimensions of each room. The quality of most materials should be listed. Detailed drawings show different views. Plans also describe how the parts should be assembled.

**Form B**

Many items from the past have been preserved. Some of the older items are known as relics. Some of these relics can be observed in museums. Studying displays in museums can provide insights into life many years ago. Some of the exhibits are of crude tools and weapons used by our ancestors. These crude tools and weapons helped our ancestors to survive when life was not easy.

**Form A**

# E-1k & l Reads Orally at Sixth-Grade or Seventh-Grade Level

## Overview

This assessment focuses on the student's ability to read orally at the sixth-grade or seventh-grade level.

### SKILL

Reads orally at sixth-grade or seventh-grade level

### ASSESSMENT METHOD

Individual Oral Response

### MATERIALS

Page S-165

### SCORING INFORMATION

Record results on page 15 of the student's *Record Book*.

Accuracy of 97% (no more than two errors for the story of sixty-seven words at the sixth-grade level and no more than three errors for the article of 100 words at the seventh-grade level) constitutes mastery. See ACCURACY, on page 156, for further explanation. Discontinue after determining the highest grade level at which the student reads orally with at least 97% accuracy.

### OBJECTIVE FOR WRITING IEPs—SIXTH-GRADE LEVEL

By \_\_\_\_ (date) \_\_\_\_, when given a Fry-referenced story with a sixth-grade textbook-criterioned vocabulary of sixty-seven words, (student's name) will read the story aloud and have difficulty with no more than two words (97% accuracy).

### OBJECTIVE FOR WRITING IEPs—SEVENTH-GRADE LEVEL

By \_\_\_\_ (date) \_\_\_\_, when given a seventh-grade article of 100 words referenced to the Fry Technique and Dale Index, (student's name) will read the article aloud and have difficulty with no more than three words (97% accuracy).

## Directions for Assessment: Oral Response

Ask the student to read orally one of the two stories (articles), Form A or B, on page S-165. Point to the story (article) you want the student to read, and

**Say: Read this story (article) aloud.**

If the student does not know a word, wait five seconds and then pronounce the word for the student. If the student substitutes, self-corrects, inserts, omits, or repeats any word, ask the student to reread it. Point to the word where the error was made, and

**Say: Read this word again.**

Continue the assessment at higher or lower grade levels until you determine the highest grade level at which the student can read with 97% accuracy.

### STUDENT-PAGE FORMAT FOR PAGE S-165

#### k. Sixth Grade

##### Form A

Many items from the past have been preserved. Some of the older items are known as relics. Some of these relics can be observed in museums. Studying displays in museums can provide insights into life many years ago.

Some of the exhibits are of crude tools and weapons used by our ancestors. These crude tools and weapons helped our ancestors to survive when life was not easy.

##### Form B

Few people are aware of how complicated building a home can be. One way to gain insight into how complex the task and process can be is to study a set of house plans drawn by an architect.

Plans show the dimensions of each room. The quality of most materials should be listed. Detailed drawings show different views. Plans also describe how the parts should be assembled.

#### l. Seventh Grade

##### Form A

January's extreme temperatures caused pipes in the fountain in the lake to burst. No water has flowed from the fountain since.

Last month maintenance crews drained the lake so that the pipes could be repaired. Then city officials decided to have the mud dredged from the lake bottom while it was empty.

The cost of the dredging depleted money from the budget. The amount left in the budget was insufficient to hire a contractor to repair the pipes. Maintenance crews have completed the repairs as their schedules have allowed.

The ducks were delighted when the fountain began flowing again yesterday.

##### Form B

Many bald eagles inhabited the area around Blue Lake. Then about thirty years ago, pesticides were used in the area. It appears spraying with these chemicals made it impossible for the huge birds to reproduce and survive in the lake region.

Spraying has been controlled in recent years, and biologists hope the large birds will be able to live at Blue Lake again.

Six weeks ago, four eaglets were brought to Blue Lake and placed in a man-made nest. A ranger has been feeding and caring for the baby birds. She believes the eaglets will be flying within two weeks.

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| <p><b>Form A</b></p> <p>Changes in the workplace have made possessing the willingness and ability to learn new skills crucial for success in many companies. This has caused employers to seek employees who have the willingness and ability to learn new skills. "The skills our employees must have can change rapidly," explains a company supervisor. "As we acquire new technology, begin manufacturing a new product, or comply with new laws or regulations, we must have employees with new skills. We'll teach the new skills to employees with the willingness and ability to learn them. We must terminate employees who don't master the new skills."</p> <p><b>Form B</b></p> <p>Mike Palmer contracted a virus five years ago while in military service. The virus affected his heart. After spending six months in an army hospital, Mike was given a medical discharge. Several months later, physicians warned Mike his life expectancy would be reduced unless he had a heart transplant. Mike agreed to the procedure and received a new heart. For the last three years, Mike has been swimming and walking many miles to regain his strength. Next week he is scheduled to begin a thousand-mile biking marathon, riding about seventy miles each day, to raise money for the Heart Association.</p> | <p><b>Form A</b></p> <p>Your grandfather may have worked at the same job for thirty years. He never had to update his skills because the job didn't change. Today, employees must expect changes in their future. Computers, new technology, and new laws are causing rapid changes in the way many jobs are done. These changes mean most workers must update their skills and develop new ones, or they must face the possibility of unemployment. Many of today's careers will not exist ten years from now, and some careers that will be popular ten years from now haven't yet entered the imagination of most people.</p> <p><b>Form B</b></p> <p>Preparations for this summer's Hire-a-Youth program were announced today. The purpose of the program is to help young people find summer jobs. A summer job can help young people learn good work habits and develop helpful "people" skills. It can help them build confidence and learn new skills. Earning their own spending money can enable them to feel mature and independent. The program is offered jointly by the State Job Services and Youth Services. Youths interested in using the service should call the State Job Services. Businesses requiring additional summer assistance should also contact the State Job Services.</p> |
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# E-1m & n Reads Orally at Eighth-Grade or Ninth-Grade Level

## Overview

This assessment focuses on the student's ability to read orally at the eighth-grade or ninth-grade level.

### SKILL

Reads orally at eighth-grade or ninth-grade level

### ASSESSMENT METHOD

Individual Oral Response

### MATERIALS

Page S-166

### SCORING INFORMATION

Record results on page 15 of the student's *Record Book*.

Accuracy of 97% (no more than three errors for the article of 100 words at the eighth-grade or ninth-grade level) constitutes mastery. See ACCURACY, on page 156, for further explanation. Discontinue after determining the highest grade level at which the student reads orally with at least 97% accuracy.

### OBJECTIVE FOR WRITING IEPs

By \_\_\_\_ (date) \_\_\_\_, when given an eighth-grade or a ninth-grade article of 100 words referenced to the Fry Technique and Dale Index, \_\_\_\_ (student's name) \_\_\_\_ will read the article aloud and have difficulty with no more than three words (97% accuracy).

## Directions for Assessment: Oral Response

Ask the student to read orally one of the two articles, Form A or B, on page S-166. Point to the article you want the student to read, and

Say: **Read this article aloud.**

If the student does not know a word, wait five seconds and then pronounce the word for the student.

If the student substitutes, self-corrects, inserts, omits, or repeats any word, ask the student to reread it. Point to the word where the error was made, and

Say: **Read this word again.**

Continue the assessment until you determine the highest grade level at which the student can read with 97% accuracy.

### STUDENT-PAGE FORMAT FOR PAGE S-166

#### m. Eighth Grade

##### Form A

Your grandfather may have worked at the same job for thirty years. He never had to update his skills because the job didn't change.

Today, employees must expect changes in their future. Computers, new technology, and new laws are causing rapid changes in the way many jobs are done. These changes mean most workers must update their skills and develop new ones, or they must face the possibility of unemployment.

Many of today's careers will not exist ten years from now, and some careers that will be popular ten years from now haven't yet entered the imagination of most people.

##### Form B

Preparations for this summer's Hire-a-Youth program were announced today. The purpose of the program is to help young people find summer jobs.

A summer job can help young people learn good work habits and develop helpful "people" skills. It can help them build confidence and learn new skills. Earning their own spending money can enable them to feel mature and independent.

The program is offered jointly by the State Job Services and Youth Services. Youths interested in using the service should call the State Job Services. Businesses requiring additional summer assistance should also contact the State Job Services.

#### n. Ninth Grade

##### Form A

Changes in the workplace have made possessing the willingness and ability to learn new skills crucial for success in many companies. This has caused employers to seek employees who have the willingness and ability to learn new skills.

"The skills our employees must have can change rapidly," explains a company supervisor. "As we acquire new technology, begin manufacturing a new product, or comply with new laws or regulations, we must have employees with new skills. We'll teach the new skills to employees with the willingness and ability to learn them. We must terminate employees who don't master the new skills."

##### Form B

Mike Palmer contracted a virus five years ago while in military service. The virus affected his heart. After spending six months in an army hospital, Mike was given a medical discharge.

Several months later, physicians warned Mike his life expectancy would be reduced unless he had a heart transplant. Mike agreed to the procedure and received a new heart.

For the last three years, Mike has been swimming and walking many miles to regain his strength. Next week he is scheduled to begin a thousand-mile biking marathon, riding about seventy miles each day, to raise money for the Heart Association.