

• BLUE CIRCLE READING ROOM •

# INSTRUCTIONS FOR COMPLETION

The Blue Circle reading room is designed for students who are at the 1<sup>st</sup> Grade reading level. Students should be assigned to the Blue Circle reading room if during Step 1: Reading Room Placement, Assessment 1 was the highest assessment level for which the accuracy criteria was met.

## Materials Needed for Room Completion

1. A computer work station equipped with a CD-ROM drive and speakers (an audio headset is preferred).
2. The Blue Circle Room compact disc (go to <http://bitwww1.psy.lsu.edu> to request the program).
3. Completion Checklist (page 2). Have a separate copy for each student.
4. Lesson Tests for Teacher's Use (pages 3-15). Have a separate copy for each student.
5. Lesson Tests for Student's Use (pages 17-28) *optional*. The same copy can be reused across students.
6. A stopwatch or timer (set to 1 minute).

## Procedures for Room Completion

The Blue Circle reading room contains 12 lessons that progress in difficulty from Lessons 1 to 12. Each lesson consists of 3 parts (A, B, C) of equal difficulty. Complete the Blue Circle room as follows:

- Always start with Lesson 1 and work sequentially through Lesson 12.
- Always start with Part A of each lesson and work sequentially through Part C.

Each lesson can be completed in separate sessions, but the 3 parts of a lesson and its test should be completed in the same session as follows:

- Insert the Blue Circle disc into the CD-ROM. The program should start automatically. If it does not start after 1 minute, open "My Computer" from the desktop, then double-click the "Blue Circle" icon.
- Type the student's name in the log-in box that appears.
- Select the Lesson/Part to complete.
- Allow the student to work independently through the lesson.
- After the student completes Part C of a lesson, conduct the lesson test in which the student reads the passage aloud while you follow along on a separate copy and record the student's performance.
  - Use the Lesson Tests below and follow the Curriculum-Based Measurement (CBM) procedures provided on the teacher form (pages 3-15).
  - The student may read aloud from the computer or the Student's Lesson Test (pages 17-28).
- After the lesson test, complete the Completion Checklist (page 3) to determine the following:
  - If the student is ready to proceed to the next lesson in the room.
  - If the student must retry the lesson again.
    - If the student completes the same lesson twice without progressing to the next lesson, monitor the student while he/she completes the lesson a third time.
    - If after the third try the student does not progress, talk to the person who provided you with the intervention.

# • BLUE CIRCLE READING ROOM • COMPLETION CHECKLIST

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

Date Started: \_\_\_\_\_

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

Date Completed: \_\_\_\_\_

| LESSONS |                       | PART<br>A<br><small>Put a √ on line when finish A.</small> | PART<br>B<br><small>Put a √ on line when finish B.</small> | PART<br>C<br><small>Put a √ on line when finish C.</small> | TEST<br>SCORE<br><small>Put the number of words read <i>correctly</i> in 1 minute.</small> | LESSON PROGRESS<br><small>Put a √ on the appropriate line.</small> |  |
|---------|-----------------------|--|--|--|--|--|--|
|         |                       |  |  |  |  | If Test Score is<br><b>less than 60 words</b>                      | If Test Score is<br><b>60 or more words,</b> |
| SAMPLE  | 1 <sup>st</sup> try → | √  | √  | √  | 56   | √ retry this lesson  | ___ go to next lesson                        |
|         | 2 <sup>nd</sup> try → | √  | √  | √  | 62   | ___ retry this lesson  | √ go to next lesson                          |
| 1       | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 2                           |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 2                           |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 2                           |
| 2       | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 3                           |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 3                           |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 3                           |
| 3       | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 4                           |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 4                           |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 4                           |
| 4       | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 5                           |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 5                           |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 5                           |
| 5       | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 6                           |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 6                           |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 6                           |
| 6       | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 7                           |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 7                           |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 7                           |
| 7       | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 8                           |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 8                           |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 8                           |
| 8       | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 9                           |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 9                           |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 9                           |
| 9       | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 10                          |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 10                          |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 10                          |
| 10      | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 11                          |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 11                          |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 11                          |
| 11      | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 12                          |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ go to lesson 12                          |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ go to lesson 12                          |
| 12      | 1 <sup>st</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ lesson complete!                         |
|         | 2 <sup>nd</sup> try → | ___  | ___  | ___  | ___  | ___ retry this lesson  | ___ lesson complete!                         |
|         | 3 <sup>rd</sup> try → | ___  | ___  | ___  | ___  | ___ see note below*  | ___ lesson complete!                         |

\*NOTE: If the student completes the same lesson twice without progressing to the next lesson, monitor the student while he/she completes the lesson a third time. If the student does not progress after the third try, talk to the person who gave you the intervention.

• BLUE CIRCLE READING ROOM •  
**LESSON TESTS FOR  
TEACHER'S USE**

**Make a separate copy of this section  
(pages 4-15) for each student to be assessed.**

THE READING CENTER  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle  
Lesson 1 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

**Mark (X) as incorrect if student:**

- ◆ Mispronounces a word.
- ◆ Skips a word.
- ◆ Transposes words (reads "big smile" as "smile big").
- ◆ Substitutes words (reads "mom" for "mother").
- ◆ Hesitates on words (longer than 3 seconds).

**Leave as correct if student:**

- ◆ Inserts a word that is not in the text.
- ◆ Repeats a word that is in the text.
- ◆ Self-corrects reading errors.

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|   |    |
|---|----|
| Jack is ten. He camps. He likes the land. He finds an     | 12 |
| animal. He looks at it. It is a bird. It is red. Jack     | 25 |
| wants food. He finds a lake. It is big. It is blue. He    | 38 |
| fishes. He is good. It is cool. He builds a fire. It is   | 51 |
| large. It is hot. It keeps the animals away. He must put  | 63 |
| it out. It is too hot. It is night. Jack sleeps well. He  | 76 |
| sees the sun. It is in the sky. Jack gets up. He needs to | 90 |
| get home before school.                                   | 94 |

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Number of words read  
correctly in 1 minute**

=

\_\_\_\_\_   
Copy score onto the student's  
Completion Checklist.

▶ **Go to the Completion Checklist** ◀

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 2 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|  |    |
|--|----|
| Tim has a dog. He has a lot of fun. He named him Spot.       | 14 |
| He is big. He is black. Spot has a red house. It has a       | 28 |
| blue door. It is cool. Spot likes to run. Spot can run fast. | 41 |
| He is a fast dog. He can also jump high. Tim plays           | 53 |
| with Spot. Spot runs after a green ball. He has              | 63 |
| a lot of fun. Tim plays with Spot. Tim likes Spot.           | 74 |
| Spot likes Tim. They have fun. They are best friends.        | 84 |
| They play a lot.   | 88 |

|  |
|--|
| <p><b>Student:</b> _____ <b>Date:</b> _____</p><br><p style="text-align: center;"><b>Number of words read</b><br/> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; margin-right: 50px;">Copy score onto the student's<br/>Completion Checklist.</p> |
|--|

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 3 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|  |     |
|--|-----|
| I am going to the zoo. I want to see animals. Some will    | 13  |
| be playing. Some will be eating. I will watch monkeys.     | 23  |
| They swing on trees. I will watch lions climb. They climb  | 34  |
| on rocks. I want to watch elephants. They are big. I like  | 46  |
| them best. I will watch birds. The zoo has many birds.     | 57  |
| Birds fly. I will watch fish. Fish swim. They swim in      | 68  |
| water. Fish have many colors. A train goes around the zoo. | 79  |
| I will ride the train. I will eat at the zoo. They have    | 92  |
| good food. I like to eat hot dogs. I want to see a clown.  | 106 |
| Clowns are fun. They look silly. I will stay all day. I    | 118 |
| like the zoo.  | 121 |

|   |   |
|---|---|
| <b>Student:</b> _____                                 | <b>Date:</b> _____  |
| <b>Number of words read<br/>correctly in 1 minute</b> | = _____<br>Copy score onto the student's<br>Completion Checklist. |

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 4 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|  |    |
|--|----|
| Jane went to the circus. It was fun. Many people           | 10 |
| were there. Jane liked the clowns. They were funny. The    | 20 |
| clowns had pies. They gave a big smile. Some had red       | 31 |
| faces. Some had big shoes. The circus had many fun things  | 42 |
| to see. One man stood on a box. A girl pet a lion. Two     | 56 |
| lions ate hot dogs. A dog talked. Jane ate a lot of candy. | 69 |
| It was good. She did not want to go home. It was too much  | 85 |
| fun. She had the best time ever.                           | 90 |

|  |
|--|
| <p><b>Student:</b> _____ <b>Date:</b> _____</p><br><p style="text-align: center;"><b>Number of words read</b><br/> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's<br/>Completion Checklist.</p> |
|--|

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 5 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|   |     |
|---|-----|
| David has a teacher. She is a kind teacher. All the             | 11  |
| children like her. She helps them read. She points to           | 21  |
| words in books. They each take turns reading. They read         | 31  |
| about plants. They also learn about people. She helps them with | 42  |
| the right answers. They all try to be right. They walk to       | 54  |
| lunch. They sing as they walk. They sing silly songs. They      | 65  |
| play games. They play outside. They get water after             | 75  |
| playing. They listen to music. They sing along. She helps       | 85  |
| them at the end of the day. She helps them get on the bus.      | 98  |
| They do not want another teacher.                               | 104 |

|  |
|--|
| <p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b><br/> <b>correctly in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's<br/>Completion Checklist.</p> |
|--|

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 6 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|   |     |
|---|-----|
| Sue goes walking all the time. She walks all over town.     | 11  |
| She loves to walk in the park. She sees many people in the  | 24  |
| park. Some people work there. Some children play there.     | 33  |
| Sue sees dogs. The dogs are funny. They are loud. They      | 44  |
| bark a lot. They make a loud sound. Old men go to the       | 57  |
| park. They sit and talk. Some girls go to the park. They    | 69  |
| color pictures. Sue stops walking. She sits on a rock. She  | 80  |
| watches fish in the water. She watches fish jump out of     | 91  |
| the water. Sue learns a lot by watching people and animals. | 102 |
| Sue likes animals. Sue likes people. The park is fun.       | 112 |

|   |
|---|
| <p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b><br/> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's<br/>Completion Checklist.</p> |
|---|

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 7 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|   |     |
|---|-----|
| Painting is fun. You can use any paint. You can paint     | 11  |
| by number. It will help you stay inside the line. You can | 23  |
| make your own picture. You can use many colors. I once    | 34  |
| painted a picture of my school. It even had a flag. It    | 46  |
| also had swings and slides. They were red. I painted      | 56  |
| children and teachers. They were happy. I painted buses.  | 65  |
| The buses were big. I painted many trees. I painted       | 75  |
| flowers. Paint is wet. I put it down to dry. I like to    | 88  |
| teach other people to paint. They can pick their own      | 98  |
| picture. It is fun to learn. It is fun to paint.          | 109 |

|   |  |
|---|--|
| Student: _____  | Date: _____  |
| <b>Number of words read<br/>correctly in 1 minute</b> | = _____  |
|   | Copy score onto the student's<br>Completion Checklist. |

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle  
Lesson 8 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|  |    |
|--|----|
| Mother will go shopping. She will see new things. She      | 10 |
| will see new people. Mother will shop for me. She will buy | 22 |
| Me a another dress. She will buy me some more shoes.       | 33 |
| Mother will shop for our home. She will buy some new       | 44 |
| Plants. Mother will eat while shopping. She will try new   | 54 |
| Foods. Mother will shop for my dog. She will buy him some  | 66 |
| Dog food. Mother will bring home surprises. She might      | 75 |
| Bring us some toys. She might bring home some candy.       | 85 |
| Mother will shop all day.                                  | 90 |

|   |   |
|---|---|
| <b>Student:</b> _____                                 | <b>Date:</b> _____  |
| <b>Number of words read<br/>correctly in 1 minute</b> | = _____<br>Copy score onto the student's<br>Completion Checklist. |

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 9 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|  |     |
|--|-----|
| Sharon likes school. It is a place to learn. Each day      | 11  |
| she walks there. It is near her house. She does not ride   | 23  |
| the bus. The bus takes too long. She goes the same way     | 35  |
| each day. She tells new children how to get there. She     | 46  |
| also shows them. She rides the bus in rain or snow. She    | 58  |
| cannot walk. She may get sick. It is not good to walk in   | 72  |
| rain. It is not good to walk in snow. One day she went     | 85  |
| home a different way. She found her way home. Her mother   | 96  |
| was worried. Her mother went to look for her. She thought  | 107 |
| Sharon was lost. Sharon was sorry. She will not change her | 118 |
| way again.   | 120 |

|   |
|---|
| <p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b><br/> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's<br/>Completion Checklist.</p> |
|---|

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 10 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|  |     |
|--|-----|
| I have a bike. It is red. It is big. I ride fast. I        | 14  |
| ride slow. I ride it up and down. I ride my bike a lot. I  | 29  |
| like to ride all day. I like the cool air on my face. I    | 43  |
| like to ride to new places. My mother is afraid. She       | 54  |
| thinks I will get hurt. She makes me ride close to home.   | 66  |
| Once I fell off. I did not hurt. No one was around to      | 79  |
| help me. I had to walk home. I take good care of my bike.  | 93  |
| I clean it after each ride. I want it to look good. I want | 107 |
| it to look new. My bike is fun. I love my bike.            | 119 |

|  |
|--|
| <p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b><br/> <b>correctly in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's<br/>Completion Checklist.</p> |
|--|

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 11 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|  |    |
|--|----|
| John wants to swim again this summer. It will be hot.      | 11 |
| Swimming will make him feel cool. John wants to swim with  | 22 |
| his friends. They will play games in the water. They will  | 33 |
| also play with water guns. They will throw water balloons. | 43 |
| They will race in the water. They will swim a long way.    | 55 |
| John swims well. The water is over his head. He will swim  | 67 |
| on his back. He will try to open his eyes under water. He  | 80 |
| sees rocks. He sees pennies. John wants to swim everyday.  | 90 |

|  |
|--|
| <p><b>Student:</b> _____ <b>Date:</b> _____</p><br><p style="text-align: center;"><b>Number of words read</b><br/> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's<br/>Completion Checklist.</p> |
|--|

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Blue Circle**  
**Lesson 12 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

|  |  |
|--|--|
| <p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul> | <p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul> |
|--|--|

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

|   |    |
|---|----|
| Bob is reading a book. It is about a mean dog. The dog          | 13 |
| does not like children. He bites them if they get too           | 24 |
| close. The dog has a long tail and little eyes. He ran          | 36 |
| away from home one day. They found him in a store. The          | 48 |
| store put him out. The dog still did not want to leave. He      | 61 |
| then ran into the woods. There he scared a girl who was         | 73 |
| walking. She stood still and did not move. The dog did not      | 85 |
| bite her. All he wanted was to play. He finally went back home. | 98 |

|   |
|---|
| <p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b><br/> <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's<br/>Completion Checklist.</p> |
|---|

**▶ Go to the Completion Checklist ◀**

• BLUE CIRCLE READING ROOM •  
**LESSON TESTS FOR  
STUDENT'S USE**

The same copy of this section  
(pages 17-28) can be reused across students.

Jack is ten. He camps. He likes the land. He finds an animal. He looks at it. It is a bird. It is red. Jack wants food. He finds a lake. It is big. It is blue. He fishes. He is good. It is cool. He builds a fire. It is large. It is hot. It keeps the animals away. He must put it out. It is too hot. It is night. Jack sleeps well. He sees the sun. It is in the sky. Jack gets up. He needs to get home before school.

Tim has a dog. He has a lot of fun. He named him Spot.  
He is big. He is black. Spot has a red house. It has a  
blue door. It is cool. Spot likes to run. Spot can run fast.  
He is a fast dog. He can also jump high. Tim plays  
with Spot. Spot runs after a green ball. He has  
a lot of fun. Tim plays with Spot. Tim likes Spot.  
Spot likes Tim. They have fun. They are best friends.  
They play a lot.

I am going to the zoo. I want to see animals. Some will be playing. Some will be eating. I will watch monkeys. They swing on trees. I will watch lions climb. They climb on rocks. I want to watch elephants. They are big. I like them best. I will watch birds. The zoo has many birds. Birds fly. I will watch fish. Fish swim. They swim in water. Fish have many colors. A train goes around the zoo. I will ride the train. I will eat at the zoo. They have good food. I like to eat hot dogs. I want to see a clown. Clowns are fun. They look silly. I will stay all day. I like the zoo.

Jane went to the circus. It was fun. Many people were there. Jane liked the clowns. They were funny. The clowns had pies. They gave a big smile. Some had red faces. Some had big shoes. The circus had many fun things to see. One man stood on a box. A girl pet a lion. Two lions ate hot dogs. A dog talked. Jane ate a lot of candy. It was good. She did not want to go home. It was too much fun. She had the best time ever.

David has a teacher. She is a kind teacher. All the children like her. She helps them read. She points to words in books. They each take turns reading. They read about plants. They also learn about people. She helps them with the right answers. They all try to be right. They walk to lunch. They sing as they walk. They sing silly songs. They play games. They play outside. They get water after playing. They listen to music. They sing along. She helps them at the end of the day. She helps them get on the bus. They do not want another teacher.

Sue goes walking all the time. She walks all over town. She loves to walk in the park. She sees many people in the park. Some people work there. Some children play there. Sue sees dogs. The dogs are funny. They are loud. They bark a lot. They make a loud sound. Old men go to the park. They sit and talk. Some girls go to the park. They color pictures. Sue stops walking. She sits on a rock. She watches fish in the water. She watches fish jump out of the water. Sue learns a lot by watching people and animals. Sue likes animals. Sue likes people. The park is fun.

Painting is fun. You can use any paint. You can paint by number. It will help you stay inside the line. You can make your own picture. You can use many colors. I once painted a picture of my school. It even had a flag. It also had swings and slides. They were red. I painted children and teachers. They were happy. I painted buses. The buses were big. I painted many trees. I painted flowers. Paint is wet. I put it down to dry. I like to teach other people to paint. They can pick their own picture. It is fun to learn. It is fun to paint.

Mother will go shopping. She will see new things. She will see new people. Mother will shop for me. She will buy Me a another dress. She will buy me some more shoes. Mother will shop for our home. She will buy some new Plants. Mother will eat while shopping. She will try new Foods. Mother will shop for my dog. She will buy him some Dog food. Mother will bring home surprises. She might Bring us some toys. She might bring home some candy. Mother will shop all day.

Sharon likes school. It is a place to learn. Each day she walks there. It is near her house. She does not ride the bus. The bus takes too long. She goes the same way each day. She tells new children how to get there. She also shows them. She rides the bus in rain or snow. She cannot walk. She may get sick. It is not good to walk in rain. It is not good to walk in snow. One day she went home a different way. She found her way home. Her mother was worried. Her mother went to look for her. She thought Sharon was lost. Sharon was sorry. She will not change her way again.

I have a bike. It is red. It is big. I ride fast. I ride slow. I ride it up and down. I ride my bike a lot. I like to ride all day. I like the cool air on my face. I like to ride to new places. My mother is afraid. She thinks I will get hurt. She makes me ride close to home. Once I fell off. I did not hurt. No one was around to help me. I had to walk home. I take good care of my bike. I clean it after each ride. I want it to look good. I want it to look new. My bike is fun. I love my bike.

John wants to swim again this summer. It will be hot.  
Swimming will make him feel cool. John wants to swim with his friends. They will play games in the water. They will also play with water guns. They will throw water balloons. They will race in the water. They will swim a long way. John swims well. The water is over his head. He will swim on his back. He will try to open his eyes under water. He sees rocks. He sees pennies. John wants to swim everyday.

Bob is reading a book. It is about a mean dog. The dog does not like children. He bites them if they get too close. The dog has a long tail and little eyes. He ran away from home one day. They found him in a store. The store put him out. The dog still did not want to leave. He then ran into the woods. There he scared a girl who was walking. She stood still and did not move. The dog did not bite her. All he wanted was to play. He finally went back home.