

*** RED STAR READING ROOM ***

INSTRUCTIONS FOR COMPLETION

The Red Star reading room is designed for students who are at the 2nd Grade reading level. Students should be assigned to the Red Star reading room if during Step 1: Reading Room Placement, Assessment 2 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 Red Star Room compact disc (go to <http://bitwww1.psyc.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 Red Star 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 Red Star 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 Red Star 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 "Red Star" 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.

* RED STAR READING ROOM * COMPLETION CHECKLIST

Student: _____

Date Started: _____

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

Date Completed: _____

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

· RED STAR 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

**Red Star
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.

Mike went to a farm and barn today. He got to see three	13
animals. He saw a hen, a cow, and a sheep. It was like	26
going to the petting zoo. Mike got to clip the sheep. Mike	38
got to play with hens and even wash cows. It was a great	51
day. He loved going to the farm. Mike thinks he might run	63
a farm when he gets old. It would be the best job ever. He	77
would be able to have fun all day long. It would be cool.	90

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

**Red Star
 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"> ◆ 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). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Anna was skating one day and found a map. It was	11
awesome. Anna took the map to see where it would take her.	23
Anna went all about town. It took her to school. Anna got	35
to look in the gym. Anna had a good time with the map.	48
Anna wished to find some gold. It was fun to look for	60
gold. Anna only found a box in the gym. It was full of	73
cake. She ate a piece. It was good. Anna likes maps. Anna	85
thinks that she wants to make one of her own. Anna wants	97
to do this again. It was a lot of fun.	107

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

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM

**Red Star
 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.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ 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). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I like to play with dogs. They are so neat. I like Sam	13
the best. He can bark and run like the wind. He even howls	26
at the moon. I take him to the park with me to play. Sam	40
likes to walk with the other dogs. I had a dog party for	53
Sam. He got to stay up all night and have fun. They got to	67
eat bones and dig holes in the dirt. I love my dog Sam.	80
He is very nice and likes to play with me all the time. We	94
are best friends.	97

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM

**Red Star
 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.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ 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). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Jeff got a new fire truck for his birthday. It was	11
better than an old car. It was bright red and had a	23
little ladder on it. Jeff had other trucks, but not as	34
great as this one. Jeff learned how to make the siren	45
sound. Jeff and his dad played with his truck on the	56
floor. They pretended that the couch was on fire. First,	66
Jeff put on his coat and fire hat. He then drove over to	79
the couch. He slowly put the fire out. He was a hero. He	92
had a lot of fun with his new toy. It was the best truck ever.	107

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM

**Red Star
 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"> ◆ 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). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Have you ever heard the exciting story about the	9
walking fish? It was really a great story. It is about a	21
cool fish. His name was Philip, and he walked all around	32
town. He was the envy of all the fish in the sea. Everyone	45
could see Philip walk, and they could not believe it. One time,	57
Philip walked all the way to the bus stop. His fins do get	70
tired. He was a lot of fun to watch. He had a really great	84
time walking. He is a fun fish.	91

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

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM

**Red Star
 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.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ 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). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

My sister Donna plays volleyball. She plays fair, and	9
she is a great player. Her team wears the color white.	20
This morning they are playing the yellow team. Donna's	29
friend Anne is on the yellow team. It will be fun to play	42
against her best friend. Donna hopes to score a lot of	53
points by serving the ball. She wants to spike it too.	64
When Donna has the ball, the yellow team will back up.	75
Donna will spike the ball towards the net. People will	85
clap for Donna as the ball goes over the net. It will be a	99
fun game to watch. Donna's team will win. It's going to be great!	112

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM

**Red Star
 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.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ 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). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Henry loves to run. Henry runs to every place he goes.	11
He runs back and forth to school. He races all his	22
friends. The problem is that Henry never wins. He is	32
one of the slowest runners in his school. Fortunately,	41
Henry does not care how fast he is. He loves to hear the	54
sound of his shoes hitting the pavement. Henry will run	64
until he cannot run anymore. One day Henry wants to run	75
across the country. Now he just practices with short	84
trips. Either way, Henry is proud of himself, and that is	95
what is important.	98

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM

**Red Star
 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>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ 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). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Grace loves all birds. She has a little red bird named Minnie.	12
Minnie can fly as high as clouds in the sky.	22
Grace and Minnie are best friends. Grace thinks that Minnie is	33
the best bird on earth. At school, Grace learned about all	44
kinds of birds. One day, Grace's teacher took her class to	55
the zoo for a field trip. Grace saw lots of big birds at the zoo.	70
She saw eagles and hawks. Grace likes big birds. She	80
wishes that Minnie would grow up to be as big as a hawk.	93

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM

**Red Star
 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.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ 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). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Sarah has always wanted to be a babysitter. She wanted	11
to make her own money to buy some new clothes. Her dad	23
said that if she earned enough money, he would take Sarah	34
to the mall. Sarah babysat for two little girls. She	44
babysat during the afternoon. It was a hard job, but it	55
was also a lot of fun. Sarah got to watch cartoons and	67
play baseball. She was there for six hours, and loved	77
every second of it. She made a lot of money that day. She	90
already had another job set up. Sarah loved to babysit.	101
It was a lot of fun, and it helped her get money to buy	115
her own clothes.	118

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM

**Red Star
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>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ 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). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Today is Lauren's ninth birthday. She wants a keyboard.	9
She had cereal and milk for breakfast. She also got to	20
take snacks to school for her class. After school, Lauren	30
and some children in her class had a birthday party. They	41
had a great time. It was so much fun. It was time to open	55
her presents. Lauren could not wait to get her keyboard.	65
She loved to play music and sing along with the radio.	76
Lauren's last present was in her room. She ran as fast as	88
she could to the door. She was so happy when she saw her	101
keyboard wrapped in pink paper. It was the best birthday ever.	112

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

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM

Red Star
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><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ 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). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Molly's class took a field trip to the river last week.	11
Molly had been looking forward to the trip all year. The night	23
before the trip, Molly began to sneeze at the dinner table.	34
The next morning she woke up feeling really bad. Molly was	45
sick and had to visit the doctor. She was very sad. She	57
did not want to miss the trip to the river. Molly was not	70
able to see the fish and animals of the river. Her parents	82
told her they would take her on her own field trip to the	95
river when she felt better.	100

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

Red Star
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"> ◆ 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). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ 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.

Jason's brother and sister took him to the amazing	9
circus. Jason loved the tightrope walkers because they	17
were brave. He was amazed that they didn't tumble to the	28
ground. They have to keep their bodies very still, and every	39
time they walk their lives are in great danger. Jason	49
wondered what would happen if they missed. They had no	59
security ropes to hold them into place. hey were very high	70
off the ground. Jason told his brother and sister that he	81
would never want that job. Jason got to meet a tightrope	92
walker. He was really nice to Jason. He said he would	103
even let Jason try the tightrope, of course with security	113
ropes. Jason thought that would be fun.	120

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

► Go to the Completion Checklist ◀

· RED STAR READING ROOM ·
**LESSON TESTS FOR
STUDENT'S USE**

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

Mike went to a farm and barn today. He got to see three animals. He saw a hen, a cow, and a sheep. It was like going to the petting zoo. Mike got to clip the sheep. Mike got to play with hens and even wash cows. It was a great day. He loved going to the farm. Mike thinks he might run a farm when he gets old. It would be the best job ever. He would be able to have fun all day long. It would be cool.

Anna was skating one day and found a map. It was awesome. Anna took the map to see where it would take her. Anna went all about town. It took her to school. Anna got to look in the gym. Anna had a good time with the map. Anna wished to find some gold. It was fun to look for gold. Anna only found a box in the gym. It was full of cake. She ate a piece. It was good. Anna likes maps. Anna thinks that she wants to make one of her own. Anna wants to do this again. It was a lot of fun.

I like to play with dogs. They are so neat. I like Sam the best. He can bark and run like the wind. He even howls at the moon. I take him to the park with me to play. Sam likes to walk with the other dogs. I had a dog party for Sam. He got to stay up all night and have fun. They got to eat bones and dig holes in the dirt. I love my dog Sam. He is very nice and likes to play with me all the time. We are best friends.

Jeff got a new fire truck for his birthday. It was better than an old car. It was bright red and had a little ladder on it. Jeff had other trucks, but not as great as this one. Jeff learned how to make the siren sound. Jeff and his dad played with his truck on the floor. They pretended that the couch was on fire. First, Jeff put on his coat and fire hat. He then drove over to the couch. He slowly put the fire out. He was a hero. He had a lot of fun with his new toy. It was the best truck ever.

Have you ever heard the exciting story about the walking fish? It was really a great story. It is about a cool fish. His name was Philip, and he walked all around town. He was the envy of all the fish in the sea. Everyone could see Philip walk, and they could not believe it. One time, Philip walked all the way to the bus stop. His fins do get tired. He was a lot of fun to watch. He had a really great time walking. He is a fun fish.

My sister Donna plays volleyball. She plays fair, and she is a great player. Her team wears the color white. This morning they are playing the yellow team. Donna's friend Anne is on the yellow team. It will be fun to play against her best friend. Donna hopes to score a lot of points by serving the ball. She wants to spike it too. When Donna has the ball, the yellow team will back up. Donna will spike the ball towards the net. People will clap for Donna as the ball goes over the net. It will be a fun game to watch. Donna's team will win. It's going to be great!

Henry loves to run. Henry runs to every place he goes. He runs back and forth to school. He races all his friends. The problem is that Henry never wins. He is one of the slowest runners in his school. Fortunately, Henry does not care how fast he is. He loves to hear the sound of his shoes hitting the pavement. Henry will run until he cannot run anymore. One day Henry wants to run across the country. Now he just practices with short trips. Either way, Henry is proud of himself, and that is what is important.

Grace loves all birds. She has a little red bird named Minnie.

Minnie can fly as high as clouds in the sky.

Grace and Minnie are best friends. Grace thinks that Minnie is the best bird on earth. At school, Grace learned about all kinds of birds. One day, Grace's teacher took her class to the zoo for a field trip. Grace saw lots of big birds at the zoo. She saw eagles and hawks. Grace likes big birds. She wishes that Minnie would grow up to be as big as a hawk.

Sarah has always wanted to be a babysitter. She wanted to make her own money to buy some new clothes. Her dad said that if she earned enough money, he would take Sarah to the mall. Sarah babysat for two little girls. She babysat during the afternoon. It was a hard job, but it was also a lot of fun. Sarah got to watch cartoons and play baseball. She was there for six hours, and loved every second of it. She made a lot of money that day. She already had another job set up. Sarah loved to babysit. It was a lot of fun, and it helped her get money to buy her own clothes.

Today is Lauren's ninth birthday. She wants a keyboard. She had cereal and milk for breakfast. She also got to take snacks to school for her class. After school, Lauren and some children in her class had a birthday party. They had a great time. It was so much fun. It was time to open her presents. Lauren could not wait to get her keyboard. She loved to play music and sing along with the radio. Lauren's last present was in her room. She ran as fast as she could to the door. She was so happy when she saw her keyboard wrapped in pink paper. It was the best birthday ever.

Molly's class took a field trip to the river last week. Molly had been looking forward to the trip all year. The night before the trip, Molly began to sneeze at the dinner table. The next morning she woke up feeling really bad. Molly was sick and had to visit the doctor. She was very sad. She did not want to miss the trip to the river. Molly was not able to see the fish and animals of the river. Her parents told her they would take her on her own field trip to the river when she felt better.

Jason's brother and sister took him to the amazing circus. Jason loved the tightrope walkers because they were brave. He was amazed that they didn't tumble to the ground. They have to keep their bodies very still, and every time they walk their lives are in great danger. Jason wondered what would happen if they missed. They had no security ropes to hold them into place. They were very high off the ground. Jason told his brother and sister that he would never want that job. Jason got to meet a tightrope walker. He was really nice to Jason. He said he would even let Jason try the tightrope, of course with security ropes. Jason thought that would be fun.