




Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
1 <i>cont.</i>	<p>adventure, but one that may only fleetingly appear on the pages of history, depending on the future ingenuity of its creators.</p> <p>Open since 2006, the Beijing-Lhasa Railroad is the world's highest railroad.</p> <p>[Geographic Challenges]</p> <p>More than 596 miles of the railroad's 710-mile track are located at extremely high altitudes—between 13,123 and 16,640 feet above sea level.</p> <p>The machinery and materials</p>									
<b>Subtotal</b>										

**Part One: Oral Reading** *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	necessary to blast tunnels through mountains of solid granite had to be brought up to one of the highest and most remote regions of the planet. The challenge of building a railroad across these elevations was met with an extensive network of tunnels, bridges, and platforms of concrete and steel that could be riveted to the mountainsides.								
<b>Subtotal</b>									
<b>Total</b>									
 <b>End Time</b> ____ min. ____ sec.									

Have the student finish reading the book silently.

 <b>Accuracy Rate</b>	<b>%</b>	Below 95%	95%	96%	97%	98%	99%	100%
	<b>Errors</b>	13	11-12	9-10	6-8	4-5	1-3	0

 <b>Self-Corrections</b>	_____
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<b>Fluency Score</b>	0   1   2   3	<b>Fluency Scoring Key</b> <b>0</b> Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. <b>1</b> Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. <b>2</b> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. <b>3</b> Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

 <b>Reading Rate</b> <i>(Optional)</i>	End Time        ___ min. ___ sec. Start Time      ___ min. ___ sec. Total Time       ___ min. ___ sec. Total Seconds    ___  $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ 13,980 $\div$ _____ = _____ WPM
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**Part Two: Comprehension Conversation**

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

*Teacher:* Talk about what you learned in this book.

**Comprehension Scoring Key**

- 0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p><b>Within the Text</b></p> <p>Recounts the important information about the train such as: The Beijing-Lhasa Railroad is the world’s highest railroad; the train goes through very high mountains; the train’s rails are on permafrost, which is part ice; the train was very hard to build; passengers sometimes become ill on the train; the scenery is very beautiful; the train may become unsafe in 10 years.</p> <p>The map on page 1 shows that the train goes from Beijing to Lhasa. The section of the route from Golmud to Lhasa opened in 2006.</p> <p><i>Note any additional understandings:</i></p>	<p>What important information did the writer tell about the train?</p> <p><i>Text Feature Probe:</i> Look at the map on page 1. What information about the train do you get from this map?</p>	<p>0 1 2 3</p>
<p><b>Beyond the Text</b></p> <p>The train was so difficult to build. (Gives examples such as: climate; permafrost; high altitudes; rugged mountains; people dying.)</p> <p>The train may be unsafe in 10 years because the permafrost might melt; they have to solve that problem.</p> <p>People and goods could not travel easily in this region before the train because of the high mountains.</p> <p><i>Note any additional understandings:</i></p>	<p>Why was building this train such an achievement?</p> <p>What’s the biggest problem with the train? Tell why this is a problem.</p> <p>What is the significance of the train for this geographic area?</p>	<p>0 1 2 3</p>

*Continued on next page.*

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>The writer included many details and descriptions that help you realize how hard it was to build the train.</p> <p>Some parts of the article help you realize what it would be like to ride on the train.</p> <p>The writer makes you want to ride the train, but she also makes you wonder if it would be safe.</p> <p><i>Note any additional understandings:</i></p>	<p>Select a passage that helped you know how hard it was to build the train.</p> <p>Select a passage that helped you know what it would be like to ride the train and tell why.</p> <p>What does the writer make you feel or think about the train?</p>	<p>0 1 2 3</p>

<p><b>Guide to Total Score</b></p> <p><b>9–10 Excellent</b> Comprehension</p> <p><b>7–8 Satisfactory</b> Comprehension</p> <p><b>5–6 Limited</b> Comprehension</p> <p><b>0–4 Unsatisfactory</b> Comprehension</p>
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Subtotal Score: \_\_\_\_\_ /9

Add 1 for any additional understandings: \_\_\_\_\_ /1

Total Score: \_\_\_\_\_ /10

**Part Three: Writing About Reading** *(optional)*

Read the writing/drawing prompt below to the student. Specify the amount of time for the student to complete the task on a sheet of paper provided separately. (See *Assessment Guide* for more information.)

<p><b>Writing About Reading</b></p> <p><b>0</b> Reflects <b>no</b> understanding of the text.</p> <p><b>1</b> Reflects <b>very limited</b> understanding of the text.</p> <p><b>2</b> Reflects <b>partial</b> understanding of the text.</p> <p><b>3</b> Reflects <b>excellent</b> understanding of the text.</p>
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Write about what you found interesting about the train and what you think it would be like to ride in it. You can draw a sketch to go with your writing.