

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form and instruct to "Begin reading aloud now."
- Start the timer when the student reads the first word.
- Follow along on the passage 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>	<u>Leave as correct if student:</u>
*Mispronounces a word	*Inserts words not in the text
*Skips a word	*Repeats a word in the text
*Transposes words (big smile as smile big)	*Self-corrects reading errors
*Substitutes words (mom for mother)	
*Hesitates on a word longer than 3 seconds	

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

Student :		
Teacher:		
Assessment	Words correct in one minute	Evaluator's comments
5a		
5b		
5c		
Mean score		

Lisa wanted to learn how to cook desserts that	9
would look, smell, and taste like they came	17
from a professional chef. Her mom is an	25
excellent cook and Lisa wanted to learn this	33
skill as well. Lisa asked her mother to teach her	43
how to cook a particular type of dessert. When	52
her mom asked her which of the desserts she	61
would like to learn to cook, Lisa suggested	69
apple pie. They both decided that this	76
experience would be both interesting and	82
enjoyable. The first thing they had to do was	91
purchase appropriate ingredients such as fruit,	97
flour, sugar, and spices. Afterwards, they	103
mixed the ingredients for the crust in a large	112
mixing bowl and then put the resulting dough	120
into a pie pan. Next, they mixed together the	129
items needed for the pie filling and then	137
spread this on top of the crust. They covered	146
the filling with more strips of dough and	154
placed it in the oven to bake for the proper	164
amount of time, checking back occasionally to	171
make sure it wasn't overcooked. Both Lisa and	179
her mom were certain that the pie would be	188
delicious, and Lisa was excited that she had	196
the opportunity to learn how to cook like her	205
mom.	206

Lisa wanted to learn how to cook desserts that would look, smell, and taste like they came from a professional chef. Her mom is an excellent cook and Lisa wanted to learn this skill as well. Lisa asked her mother to teach her how to cook a particular type of dessert. When her mom asked her which of the desserts she would like to learn to cook, Lisa suggested apple pie. They both decided that this experience would be both interesting and enjoyable. The first thing they had to do was purchase appropriate ingredients such as fruit, flour, sugar, and spices. Afterwards, they mixed the ingredients for the crust in a large mixing bowl and then put the resulting dough into a pie pan. Next, they mixed together the items needed for the pie filling and then spread this on top of the crust. They covered the filling with more strips of dough and placed it in the oven to bake for the proper amount of time, checking back occasionally to make sure it wasn't overcooked. Both Lisa and her mom were certain that the pie would be delicious, and Lisa was excited that she had the opportunity to learn how to cook like her mom.

I was riding the waves on my newly purchased surfboard when the big wave hit and catapulted me right off my board and onto a large rock formation. Although my surfboard came through the experience without a scratch, I ended up breaking my leg. My parents rushed me to the doctor, who examined my injury and eventually put a cast on my leg. The doctor told me that I had a serious fracture and that I was lucky to only have a broken leg. She also told me that I would have to stay flat on my back in bed for nearly two weeks so that my leg would heal properly. I was extremely bored during this time and only desired to be out in the waves surfing again. I acquired some paper and a pen and began to write a story about a famous surfboarder who rode the waves like his board had wings. He tried every movement you could make, and he made them all with the ease and gracefulness of a dolphin. He could read the ocean current like a book and was perfectly connected to his surfboard. When this cast is off and my leg is healed, I will be the incredibly famous surfboarder in my story.

Beth's class is participating in the school science program next week. Their assigned portion of the program concerns the solar system and Beth has been chosen to study the eighth planet, Neptune. She is thrilled about studying Neptune because few of her fellow students are very knowledgeable about this planet. She will now have the chance to discover a great deal of interesting facts about her planet. She already knew that Neptune was one of the farthest planets from Earth, but she wanted even more information. She found out that her planet is the color blue, is extremely cold, and even has eight moons. She even discovered that Neptune has rings circling it like Saturn, although they are not as large and are much more difficult to view through a telescope. After Beth had collected all of her facts, she needed to figure out a way to present them to her schoolmates. In the end, Beth decided to prepare a poem about Neptune, which she did and proudly read at the science program.

(Winter) Fifth Grade Assessment 5a
Copy

Student

James loved animals. His favorite thing in the entire world was going to the zoo. He liked to see the elephants, lions, and zebras. He had dreamed about going to Africa one day. He wanted to go on a safari and see all of these animals in the wild. James spent all of his allowance on books about these animals. He wanted to learn everything he could about them.

One day, when he was at the zoo with his dad, he saw a poster for a contest. It was an essay contest. The assignment was to choose an animal that lived in the zoo and write an essay about it. James was certain that he could win the contest.

He had spent years learning about zoo animals. He could surely write a short essay about one of them. He chose to write about elephants, his absolute favorite. James explained the different types of elephants. He talked about their habitat, their eating habits and why he loved them the most. He hoped that he would win. The prize was the opportunity to spend an entire day with a zookeeper. James waited to hear about the results of the contest. One day, his mother told him that he had a phone call. It was the zoo; he had won! The zookeeper said that she was impressed by everything he knew about elephants. Now he was going to be able to spend an entire day feeding the animals and learning about being a zookeeper.

(Winter) Fifth Grade Assessment 5b
Copy

Student

Chelsea and Carrie walked excitedly into their fifth grade classroom. They had been best friends for as long as they could remember. This was the first year that they had been assigned to the same teacher, and they couldn't believe their luck. They quickly sat down in two seats in the back row, hoping that they would be able to choose their seats for themselves. Mr. Reeder stood at the front of the room and announced that he would call out names and assign seats. Chelsea and Carrie sighed. It didn't take long for Chelsea's name to be called. She was assigned to sit on the left side of the classroom in the second row. Carrie waited silently, hoping that she would get assigned to a seat close to her friend. She heard her name called, looked up, and saw Mr. Reeder pointing to the opposite side of the room from Chelsea. They looked at each other and grimaced. At recess, they sat together feeling sorry for themselves. They had waited all these years to be in the same classroom and now they were separated by rows of desks. That afternoon, Carrie got brave and wrote Chelsea a note. She knew Tommy and Roberto would help her out. She passed it to Tommy while the teacher wasn't looking. Then as he reached toward Roberto's desk, Mr. Reeder calmly walked over and took the note. He looked sternly at Chelsea and Carrie. They knew that they wouldn't be sitting near each other anytime soon.

**(Winter) Fifth Grade Assessment 5c
Copy**

Student

Jonathan wanted to be an astronaut. Every night, he looked up at the sky and thought about what it would be like to go to outer space. He had dreamed about what it would feel like to walk on the moon or to float in the air without gravity. He hoped that one day his dreams would come true.

Jonathan knew that if he worked hard in school and made sure to get good grades, he could be an astronaut. He wanted to be the first man to lead a trip to Mars. He wanted to know if there were creatures living in space. He liked to read books about all of the people who had gone to space. He liked to watch television shows about aliens of different shapes, sizes, and colors. His favorite show was Johnny Rocket: Space Cowboy. He watched it every day after school. He liked to watch his hero, Johnny Rocket, save the Earth from alien attacks. Jonathan hoped that one day he could do this too. One afternoon, Jonathan finished his homework. He turned on the television. Johnny Rocket was saving a spaceship from crashing. During the break, an ad came on the television for a contest. The winner of the contest would be able to come to the space museum and meet some astronauts. Jonathan smiled. This was his chance!

He quickly wrote down the rules. He hoped that he could win the contest and learn more about being an astronaut.

(Spring) Fifth Grade Assessment 5a
Copy

Student

Mario and his friends were sitting in the cafeteria talking about how excited they were to start the fifth grade. They were going to be the oldest kids in the school. They decided to make the year more fun by playing practical jokes on each other. One day, Mario came up with a great prank. He told his best friend David about his idea. They thought it sounded like great fun. The next morning, they got to school early and went down to the restrooms near the fifth grade classrooms. They used a small screwdriver to take off the signs on the doors and switch them. They were careful not to scratch the doors or the signs. They didn't want to get in trouble for destroying school property! As soon as they had the signs switched, they waited to see how their friends would react. They didn't have to wait very long. One of their best friends came down the hall in a hurry. Just before he rushed into the boys' bathroom, he saw the sign. He stopped, looking really confused. He stepped back and peered down the hallway, and Mario and his friend David could see that he was trying to decide what to do. He started to walk into the girls' restroom, but didn't get very far. As soon as he walked a few steps inside the room, he

bolted back out. He looked up and down the hallway to make sure that nobody had seen him in the girls' restroom, then headed toward the school office. Mario and David quickly switched the signs back before anyone else saw what they had done.

(Spring) Fifth Grade Assessment 5b
Copy

Student

Jen quickly got dressed in her new clothes that she had picked out the night before. Today was going to be an excellent day. It was her first day of fifth grade. After being the young kids in the school for years, Jen and her classmates would now be the oldest. First graders would ask them for directions. Third grade students would admire them, and fourth graders would wish they didn't have to wait another year to be like them.

Jen waited impatiently by the school bus stop. She knew that her best friends would already be on the bus. Jen could hardly wait to talk to them about their plans for this year. She glanced down the road and saw bus number twenty-four slowly coming closer. Her heart began to beat more quickly in excitement.

The bus came to a stop and Jen said hello to Mrs. Lopez, the bus driver. Jen searched the bus to find her friends, who were sitting at the very back. She hurried to meet up with them.

After a few squeals of delight, they huddled together to catch up on what they had been doing that summer. Jen shared her

experience of going to a month-long summer camp in the mountains. She told her friends all about Zach, a boy she had met there. They had written letters nearly every week since camp had ended. When they came to the last stop on the bus route, Jen's mouth dropped open. Zach was walking down the aisle!

**(Spring) Fifth Grade Assessment 5c
Copy**

Student

Tom ran up to his room to grab his mitt. His mother was waiting for him at the bottom of the stairs, tapping her fingers against the railing. Today was the day that Tom had been waiting for all year. The playoffs for his all-star baseball team were starting! Tom had grown up watching his older brother play baseball and had dreamed about the day that he could throw the winning pitch or hit the winning homerun. Maybe today would be the day. Tom's mother dropped him off at the field so he could meet his team to warm up. He found Ricky, his best friend, and they threw the ball to each other to get their arms ready for the big game. After a few minutes, their coach asked them to gather around so they could talk about the roster for the game. Coach Foster quickly went through the list of the starting players. Tom's name wasn't on the list. Tom slowly walked toward the bench along the third-base line. He would

have to sit and wait his turn. The minutes passed, and Tom's team was doing pretty well. They were down by only one run in the top of the ninth inning. Tom had tried to remain positive and encourage his teammates to do their best, but he was disappointed that he wouldn't have a chance to realize his dream. Then he heard the coach call his name. He was going to play center field for the final inning!

Assessment 5b

I was riding the waves on my newly purchased surfboard when the big wave hit and catapulted me right off my board and onto a large rock formation. Although my surfboard came through the experience without a scratch, I ended up breaking my leg. My parents rushed me to the doctor, who examined my injury and eventually put a cast on my leg. The doctor told me that I had a serious fracture and that I was lucky to only have a broken leg. She also told me that I would have to stay flat on my back in bed for nearly two weeks so that my leg would heal properly. I was extremely bored during this time and only desired to be out in the waves surfing again. I acquired some paper and a pen and began to write a story about a famous surfer who rode the waves like his board had wings. He tried every movement you could make, and he made them all with the ease and gracefulness of a dolphin. He could read the ocean current like a book and was perfectly connected to his surfboard. When this cast is off and my leg is healed, I will be the incredibly famous surfer in my story.	9 17 27 32 39 47 56 66 77 87 99 109 117 127 136 145 153 161 171 179 187 196 206 211
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Assessment 5c

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