

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ ID#: \_\_\_\_\_ Name: \_\_\_\_\_

## Acadience® Reading Diagnostic CFOL Score Sheet: Sections A–C

Section A1. Story Coherence/Text Structure: Story Telling (Grades K & 1)								Section A2. Story Coherence/Text Structure: What Happens Next? (Prediction) (Grades K & 1)			Section A1
Discontinue after three consecutive items with 0-point responses.								Discontinue after three consecutive 0-point responses.			
Sample item: Homework-Soaked											
Item	Prompt/ Teach	Temporal Sequence w/Beg, Middle, End	Causally-Related Sequence w/Cohesive Devices	Stays on Topic	Main Event/ Point	Closure Statement	Score	Item	Prompt/ Teach	Score	
1. Mouse– Cheese							5 4 3 2 1 0	1. Landing on the Moon		2 1 0	
2. Bird–Falling							5 4 3 2 1 0	2. Building a Snowman		2 1 0	
3. Frogs–Fly							5 4 3 2 1 0	3. The Chef Goes Shopping		2 1 0	
4. Animals– Campfire							5 4 3 2 1 0	4. A Beach Adventure		2 1 0	
5. Boy–Bedtime							5 4 3 2 1 0	5. What's For Dinner?		2 1 0	
Notes:							Section A1 total correct: <span style="border: 1px solid black; padding: 2px 10px;">/25</span>	Notes:		Section A2 total correct: <span style="border: 1px solid black; padding: 2px 10px;">/10</span>	

  

Section B1. Listening Comprehension: Retell (Grades K & 1)													Section B1
Discontinue if the student earns 0 points on any passage or after two consecutive passages with less than 3 points earned.													
Item	Narr: Beg, Mid, & End Expos: Topic (1 point)		Narr: Who/Character(s) Expos: Fact/Detail (1 point)		Narr: Where/Setting Expos: Fact/Detail (1 point)		Narr: Problem & Solution Expos: Fact/Detail (1 point)		Narr: Correct Sequence Expos: Main Idea (1 point)		Background Knowledge Question	Total	
	Prompt/ Teach		Prompt/ Teach		Prompt/ Teach		Prompt/ Teach		Prompt/ Teach				
1. The Big Move (Narrative)												___/5	
2. Car Hobby (Expository)											y n	___/5	
3. A Strange Trip to the Ballpark (Narrative)												___/5	
4. Vanilla (Expository)											y n	___/5	
Alt. 1. Miles and His Backpack (Narrative)												___/5	
Alt. 2. Building a Sand Castle (Expository)											y n	___/5	
Alt. 3. Kaya's Museum Trip (Narrative)												___/5	
Alt. 4. Square Dancing (Expository)											y n	___/5	
Notes:											Section B1 total points: <span style="border: 1px solid black; padding: 2px 10px;">/20</span>		

**Acadience® Reading Diagnostic CFOL Score Sheet: Sections A–C**

Section B2. Listening Comprehension: Question and Answer (Grades K & 1)												
Discontinue if the student earns 0 points on any passage or after two consecutive passages with less than 3 points earned.												
Item	Prompt/Teach	Score	Item (Alternate Stories)	Prompt/Teach	Score							
1a. Spider . . . what about		1 0	Alt. 1a. New Bike . . . who		1 0							
1b. Spider . . . what		1 0	Alt. 1b. New Bike . . . what		1 0							
1c. Spider . . . who		1 0	Alt. 1c. New Bike . . . where		1 0							
1d. Spider . . . where		1 0	Alt. 1d. New Bike . . . what		1 0							
2a. Health/Water . . . what about		1 0	Alt. 2a. Energy/Future . . . what about		1 0							
2b. Health/Water . . . how		1 0	Alt. 2b. Energy/Future . . . what		1 0							
2c. Health/Water . . . what else		1 0	Alt. 2c. Energy/Future . . . how		1 0							
2d. Health/Water . . . what happens		1 0	Alt. 2d. Energy/Future . . . why		1 0							
2e. Health/Water . . . have you ever heard . . .	y n		Alt. 2e. Energy/Future . . . have you ever heard . . .	y n								
3a. Jenna/School Play . . . who		1 0	Alt. 3a. Ready/School . . . who		1 0							
3b. Jenna/School Play . . . what about		1 0	Alt. 3b. Ready/School . . . what about		1 0							
3c. Jenna/School Play . . . when		1 0	Alt. 3c. Ready/School . . . what else		1 0							
3d. Jenna/School Play . . . how		1 0	Alt. 3d. Ready/School . . . what		1 0							
3e. Jenna/School Play . . . why		1 0	Alt. 3e. Ready/School . . . how		1 0							
3f. Jenna/School Play . . . what will happen		1 0	Alt. 3f. Ready/School . . . why		1 0							
4a. Sleep . . . what about		1 0	Alt. 4a. Watering/Garden . . . what about		1 0							
4b. Sleep . . . how		1 0	Alt. 4b. Watering/Garden . . . why		1 0							
4c. Sleep . . . what happens		1 0	Alt. 4c. Watering/Garden . . . what		1 0							
4d. Sleep . . . what would happen		1 0	Alt. 4d. Watering/Garden . . . what would happen		1 0							
4e. Sleep . . . have you ever heard . . .	y n		Alt. 4e. Watering/Garden . . . have you ever heard . . .	y n								
Section B2 total points:		/18		Section B2 (Alt) total points:		/18						
Notes:												

  

Section C1. Reading Comprehension: Paragraph Retell (Grade 2)												
Discontinue if the student earns 0 points on any passage or after two consecutive passages with less than 3 points earned.												
Item	Narr: Beg, Mid, & End Expos: Topic (1 point)	Prompt/ Teach	Narr: Who/Character(s) Expos: Fact/Detail (1 point)	Prompt/ Teach	Narr: Where/Setting Expos: Fact/Detail (1 point)	Prompt/ Teach	Narr: Problem & Solution Expos: Fact/Detail (1 point)	Prompt/ Teach	Narr: Correct Sequence Expos: Main Idea (1 point)	Prompt/ Teach	Background Knowledge Question	Total
1. Learning to Tie Your Shoes (Narrative)												___/5
2. The Importance of Hand Washing (Expository)											y n	___/5
3. Nora's Turtle (Narrative)												___/5
4. Caring for Indoor Plants (Expository)											y n	___/5
Alt. 1. Sam's First High Dive (Narrative)												___/5
Alt. 2. Railroad Crossing (Expository)											y n	___/5
Alt. 3. The Secret Swings (Narrative)												___/5
Alt. 4. Groundhog Day (Expository)											y n	___/5
Section C1 total points:		/20										
Notes:												

Section B2

Section C1

**Acadience® Reading Diagnostic CFOL Score Sheet: Sections A–C**

Section C2. Reading Comprehension: Reading Sentences with Homophones (Grade 2)											Section C2
Discontinue after three consecutive incorrect responses.											
Item	Prompt/Teach	Score	Item	Prompt/Teach	Score						
1. sun/son (sun)		1 0	7. hear/here (hear)		1 0						
2. blew/blue (blue)		1 0	8. tail/tale (tail)		1 0						
3. ate/eight (ate)		1 0	9. meat/meet (meat)		1 0						
4. red/read (read)		1 0	10. road/rode (rode)		1 0						
5. sense/cents (cents)		1 0	11. flour/flower (flour)		1 0						
6. ferry/fairy (fairy)		1 0	12. seen/scene (scene)		1 0						
Notes:					<b>Section C2 total points:</b>						/12

  

Section C3. Reading Comprehension: Reading Sentences with Homographs (Grades 2–4)											Section C3
Discontinue after three consecutive incorrect responses.											
Item	Prompt/Teach	Score	Item	Prompt/Teach	Score						
1. close		1 0	6. tear		1 0						
2. live		1 0	7. wind		1 0						
3. read		1 0	8. lead		1 0						
4. excuse		1 0	9. bow		1 0						
5. present		1 0	10. content		1 0						
Notes:					<b>Section C3 total points:</b>						/10

  

Section C4. Reading Comprehension: Passage Retell (Grades 3 & 4)												Section C4	
Discontinue if the student earns 0 points on any passage or after two consecutive passages with less than 3 points earned.													
Item	Narr: Beg, Mid, & End Expos: Topic (1 point)	Prompt/ Teach	Narr: Who/Character(s) Expos: Fact/Detail (1 point)	Prompt/ Teach	Narr: Where/Setting Expos: Fact/Detail (1 point)	Prompt/ Teach	Narr: Problem & Solution Expos: Fact/Detail (1 point)	Prompt/ Teach	Narr: Correct Sequence Expos: Main Idea (1 point)	Prompt/ Teach	Background Knowledge Question		Total
1. Apple Harvest (Narrative)													___/5
2. What to Do When You're Sick (Expository)											y n	___/5	
3. Learning to Make Tamales (Narrative)												___/5	
4. The South Pole (Expository)											y n	___/5	
Alt. 1. Jett's Special Day (Narrative)												___/5	
Alt. 2. A Baby Means Change (Expository)											y n	___/5	
Alt. 3. Wedding Day Storm (Narrative)												___/5	
Alt. 4. Building a Tree House (Expository)											y n	___/5	
Notes:											<b>Section C4 total points:</b>		/20

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ ID#: \_\_\_\_\_ Name: \_\_\_\_\_

## Acadience® Reading Diagnostic CFOL Score Sheet: Sections D–F

Section D1. Syntactic Knowledge/Grammar: Matching Sentences to Pictures (Grade K)						Section D1
Discontinue after three consecutive incorrect responses.						
Sample item: There are many cats.						
Item	Prompt/Teach	Score	Item	Prompt/Teach	Score	
1. There is a dog and a cat. (A)		1 0	5. Neither the boy nor the girl is playing. (C)		1 0	
2. The apples had fallen off the tree. (D)		1 0	6. The picture that was painted by the artist is now complete. (B)		1 0	
3. She was happy she decided not to ride the bus or her bike to school. (C)		1 0	7. The cat that the boy chose was sleeping. (C)		1 0	
4. Because she had already finished her meal, she was allowed to leave the table. (A)		1 0	8. They had to wait until the bear joined them before they could roast more hot dogs. (D)		1 0	
Notes:					Section D1 total correct:	/8
Section D2. Syntactic Knowledge/Grammar: Use of Plurals (Grades K–3)						Section D2
Discontinue after three consecutive incorrect responses.						
Sample item A: girl (girls)    Sample item B: box (boxes)    Sample item C: man (men)						
Item	Prompt/Teach	Score	Item	Prompt/Teach	Score	
1. book (books)		1 0	6. shelf (shelves)		1 0	
2. tree (trees)		1 0	7. tooth (teeth)		1 0	
3. dish (dishes)		1 0	8. fish (fish)		1 0	
4. dog (dogs)		1 0	9. mouse (mice)		1 0	
5. person (people)		1 0	10. goose (geese)		1 0	
Notes:					Section D2 total correct:	/10
Section D3. Syntactic Knowledge/Grammar: Use of Past Tense (Grades K–3)						Section D3
Discontinue after three consecutive incorrect responses.						
Sample item A: eat (ate)    Sample item B: stick (stuck)						
Item	Prompt/Teach	Score	Item	Prompt/Teach	Score	
1. do (done)		1 0	5. buy (bought)		1 0	
2. brush (brushed)		1 0	6. choose (chose)		1 0	
3. run (ran)		1 0	7. fly (flew)		1 0	
4. break (broken)		1 0	8. bend (bent)		1 0	
Notes:					Section D3 total correct:	/8

# Acadience® Reading Diagnostic CFOL Score Sheet: Sections D–F

## Section D4. Syntactic Knowledge/Grammar: Sentence Anagrams (Grades K–3)

Discontinue after three consecutive incorrect responses.

Sample item A: Susie the bucket got. Sample item B: eats grapes Jimmy.

Item	Correct Sentence	Prompt/Teach	Score
1. kicked the ball Marcus.	Marcus kicked the ball.		1 0
2. Henry drawing was.	Henry was drawing OR Was Henry drawing?		1 0
3. is eating Rebecca dinner.	Rebecca is eating dinner OR Is Rebecca eating dinner?		1 0
4. didn't want to leave the birthday party Charlotte.	Charlotte didn't want to leave the birthday party OR Didn't Charlotte want to leave the birthday party?		1 0
5. running was quickly Jake over the bridge.	Jake was quickly running over the bridge OR Jake was running quickly over the bridge OR Jake was running over the bridge quickly OR Was Jake running over the bridge quickly? OR Was Jake running quickly over the bridge?		1 0
6. furry cat the purred loudly.	The furry cat purred loudly OR The furry cat loudly purred.		1 0
7. Conner his name on the book wrote neatly.	Conner wrote his name neatly on the book OR Conner neatly wrote his name on the book OR Conner wrote his name on the book neatly.		1 0

Section D4

Notes: Section D4 total correct: /7

## Section D5. Syntactic Knowledge/Grammar: Sentence Repetition (Grades K–4)

Discontinue after three consecutive incorrect responses.

Sample item: Jane ran down the hill to the lake.

Item	Prompt/Teach	Score	Item	Prompt/Teach	Score
1. She thought the . . .		1 0	6. Morgan is now . . .		1 0
2. You and Jenny . . .		1 0	7. Before she ate . . .		1 0
3. At the store . . .		1 0	8. The potato chips . . .		1 0
4. Trent went to . . .		1 0	9. Ben decided to . . .		1 0
5. In her big . . .		1 0	10. Because she wanted . . .		1 0

Section D5

Notes: Section D5 total correct: /10

# Acadience® Reading Diagnostic CFOL Score Sheet: Sections D–F

Section E1. Morphological Awareness: Morpheme Compounding (Grades K & 1)						Section E1
Discontinue after three consecutive incorrect responses.						
Sample item: snowstorm						
Item	Prompt/Teach	Score				
1. footprint		1 0				
2. starlight		1 0				
3. (walking) uphill		1 0				
4. fireproof		1 0				
5. springtime		1 0				
Notes:		Section E1 total correct:				/5

  

Section E2. Morphological Awareness: Sentence Completion (Decomposition, Derivation, & Inflection) (Grades K–4)						Section E2
Discontinue after three consecutive incorrect responses.						
Sample item: teach (teacher)						
Item	Prompt/Teach	Score	Item	Prompt/Teach	Score	
1. painter (paint)		1 0	5. write (rewritten)		1 0	
2. fish (fishing)		1 0	6. magic (magician)		1 0	
3. walked (walk)		1 0	7. electric (electricity)		1 0	
4. tie (untied)		1 0	8. natural (nature)		1 0	
Notes:		Section E2 total correct:				/8

  

Section E3. Morphological Awareness: Making Words (Grades 1–4)						Section E3
Discontinue after two consecutive 0-point responses.						
Sample item A: play    Sample item B: help    Sample item C: invite						
Item (write response in space provided):	Prompt/Teach	Score	Item (write response in space provided):	Prompt/Teach	Score	
1. move		3 2 1 0	4. decide		3 2 1 0	
<b>Sample inflections and compounds:</b> moves, moving, moved <b>Sample derivations:</b> movement, mover, unmoved, remove, removed, removing, movingly, moveable, unmovable			<b>Sample inflections and compounds:</b> decides, decided, deciding <b>Sample derivations:</b> decider, undecided, decision, indecision, decisive, indecisive, decidability, decidable			
2. pay		3 2 1 0	5. equal		3 2 1 0	
<b>Sample inflections and compounds:</b> Paypal, pays, paying, paid, paycheck <b>Sample derivations:</b> payer, repay, repaid, prepay, prepaying, unpaid, payment, repayment, payable			<b>Sample inflections and compounds:</b> equals, equaling, equaled <b>Sample derivations:</b> equally, unequal, equality, equalize, equalizer, equalization, equilibrium, equivalent, equate, equated, equating, equinox, equity, equities, equivocal, unequivocal, equation, equator, equatorial			
3. sign		3 2 1 0				
<b>Sample inflections and compounds:</b> signs, signed, signing, signpost <b>Sample derivations:</b> signer, signal, signaled, signaling, signature, design, resign						
Notes:		Section E3 total correct:				/15

**Acadience® Reading Diagnostic CFOL Score Sheet: Sections D–F**

Section F1. Vocabulary/Word Knowledge: Definitions (Grades K–4)										Section F1
Discontinue if the student receives 0 points for three consecutive items.										
Sample item A: kitchen      Sample item B: bravery										
Item	Prompt/Teach	Heard Before?	Equivalency Statement?	Score	Item	Prompt/Teach	Heard Before?	Equivalency Statement?	Score	
1. garden		y   n	y   n	3   2   1   0	5. today		y   n	y   n	3   2   1   0	
2. guest		y   n	y   n	3   2   1   0	6. memory		y   n	y   n	3   2   1   0	
3. lake		y   n	y   n	3   2   1   0	7. health		y   n	y   n	3   2   1   0	
4. moon		y   n	y   n	3   2   1   0	8. truth		y   n	y   n	3   2   1   0	
<div style="display: flex; justify-content: space-between;"> <div>Notes:</div> <div>Section F1 total correct: <span style="border: 1px solid black; padding: 2px 10px;">/24</span></div> </div>										
Section F2. Vocabulary/Word Knowledge: Multiple Meanings (Grades K–4)										Section F2
Discontinue after three consecutive 0-point responses.										
Sample item A: bark      Sample item B: stick										
Item	Prompt/Teach	Heard Before?	Score	Item	Prompt/Teach	Heard Before?	Score			
1. fly		y   n	2   1   0	6. top		y   n	2   1   0			
2. bank		y   n	2   1   0	7. dash		y   n	2   1   0			
3. can		y   n	2   1   0	8. well		y   n	2   1   0			
4. ring		y   n	2   1   0	9. season		y   n	2   1   0			
5. left		y   n	2   1   0	10. fine		y   n	2   1   0			
<div style="display: flex; justify-content: space-between;"> <div>Notes:</div> <div>Section F2 total correct: <span style="border: 1px solid black; padding: 2px 10px;">/20</span></div> </div>										
Section F3. Vocabulary/Word Knowledge: Figurative Language (Idioms) (Grades 1–4)										Section F3
Discontinue after two consecutive 0-point responses.										
Sample: Keep your chin up										
Item	Prompt 1	Prompt 2	Score							
1. Go by the book			3   2   1   0							
2. Turn back the clock			3   2   1   0							
3. Put your heads together			3   2   1   0							
4. Sit on your hands			3   2   1   0							
<div style="display: flex; justify-content: space-between;"> <div>Notes:</div> <div>Section F3 total correct: <span style="border: 1px solid black; padding: 2px 10px;">/12</span></div> </div>										

## Acadience® Reading Diagnostic CFOL Score Sheet: Section G

**Section G. Reading Fluency Scoring Rubric (Grades 2–4)** (Administer both passages from the selected level. See *Assessor Directions and Student Materials* book for directions.)

### Level 1, Passage 1 (Expository)

#### Ready for a Snowy Storm

The start of winter can mean lots of snow. Snow is fun, but it can be dangerous too. When a big storm comes, the snow can last for days or weeks. Also, driving can become very dangerous. Many schools close when a big storm comes. They do not want parents or the school buses out on the icy roads. Staying home is the smart thing to do.

It is important to be prepared for a big storm. One way to prepare is to store extra food in your home. Having extra food is important if you cannot go anywhere for several days. You might also want to store some water. Extra water is good to have if your pipes freeze. You can drink the water. You also can use the water to prepare food.

Going out to play in the snow is a fun thing to do. However, you should dress in warm clothes. You need gloves to keep your hands warm and dry. You also need a jacket and hat. Maybe the most important thing to wear is a pair of boots. Without them, your feet will get cold and wet. Once you are dressed warmly, you can go out and enjoy the snow!

	Rating = 1	Rating = 2	Rating = 3	Rating
1. Accuracy	< 90% accurate	90–94% accurate	≥ 95% accurate	
2. Attention to Punctuation	Rarely attends to punctuation	Sometimes attends to punctuation	Attends to <u>all</u> punctuation	
3. Attention to Meaning	Errors violate meaning of text; Does not self-correct to preserve meaning	Mixture of meaning and non-meaning violating errors	Errors do not violate meaning; Self-corrects to preserve meaning	
4. Expression/Prosody (Pitch, Stress, Intonation)	Quiet and/or monotone reading (does not read with expression)	Reads portions of the text with appropriate volume and expression	Reads the text with appropriate volume and expression	
5. Fluidity/Smoothness	Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words	Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structures; Shows automaticity on some re-read words	Reads without hesitations or repetitions; Self-corrections do not disrupt the flow; Shows automaticity on <u>all</u> re-read words	
6. Pacing	Reads slowly and with difficulty/ Reads too fast (speed reading)	Shows a mixture of slow reading and conversational pacing	Reads at a conversational pace; Adjusts pace for text difficulty	
7. Phrasing/Juncture	Reads word by word	Reads with some phrasing or chunking of text	Reads text in larger, meaningful phrase groups based on syntax	

### Ready for a Snowy Storm (Expository)

**Total:** /21

#### Expository Errors

Student Asks \_\_\_\_\_  
Hesitation \_\_\_\_\_  
Omission \_\_\_\_\_  
Reversal \_\_\_\_\_  
Substitution \_\_\_\_\_

#### Expository Miscues

Inserts word(s) \_\_\_\_\_  
Lost place \_\_\_\_\_  
Repeats word(s) \_\_\_\_\_  
Self-corrects \_\_\_\_\_

#### Notes:



# Acadience® Reading Diagnostic CFOL Score Sheet: Section G

Section G. Reading Fluency Scoring Rubric, continued				
<b>Level 1, Passage 2 (Narrative)</b>				
<b>My Big Sister</b>				
When I get bigger, I want to be like my big sister. My sister works hard in school. She always does her homework. My sister plays on a softball team, too. Even though she is busy, she still has time for me.				28 42
My sister and I like to spend Saturday mornings together. We stay in our pajamas and eat a big breakfast. We laugh and play and make a mess. Sometimes, her friends come over. My sister makes sure that she includes me in the games they play. Every so often, our playing leaves a big mess.				68 93 97
When her friends leave, I help clean up. My sister always says thank you. It is usually my mess too, so I am happy to help. We get along very well. I am so glad I have such a kind big sister!				126 139
	Rating = 1	Rating = 2	Rating = 3	Rating
1. Accuracy	< 90% accurate	90–94% accurate	≥ 95% accurate	
2. Attention to Punctuation	Rarely attends to punctuation	Sometimes attends to punctuation	Attends to <u>all</u> punctuation	
3. Attention to Meaning	Errors violate meaning of text; Does not self-correct to preserve meaning	Mixture of meaning and non-meaning violating errors	Errors do not violate meaning; Self-corrects to preserve meaning	
4. Expression/ Prosody (Pitch, Stress, Intonation)	Quiet and/or monotone reading (does not read with expression)	Reads portions of the text with appropriate volume and expression	Reads the text with appropriate volume and expression	
5. Fluidity/ Smoothness	Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words	Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structures; Shows automaticity on some re-read words	Reads without hesitations or repetitions; Self-corrections do not disrupt the flow; Shows automaticity on <b>all</b> re-read words	
6. Pacing	Reads slowly and with difficulty/ Reads too fast (speed reading)	Shows a mixture of slow reading and conversational pacing	Reads at a conversational pace; Adjusts pace for text difficulty	
7. Phrasing/ Juncture	Reads word by word	Reads with some phrasing or chunking of text	Reads text in larger, meaningful phrase groups based on syntax	
<b>My Big Sister (Narrative)</b>				<b>Total:</b> /21
<u>Narrative Errors</u> Student Asks _____ Hesitation _____ Omission _____ Reversal _____ Substitution _____		<u>Narrative Miscues</u> Inserts word(s) _____ Lost place _____ Repeats word(s) _____ Self-corrects _____		
<b>Notes:</b>				

# Acadience® Reading Diagnostic CFOL Score Sheet: Section G

## Section G. Reading Fluency Scoring Rubric, continued

### Level 2, Passage 1 (Expository)

#### Seasons and the Sun

Have you ever wondered how we know when summer starts and ends? One way we know that summer has started is when the weather heats up. And, we know summer is over when the days become shorter and the weather begins to cool. But if you look at a calendar, you will see that summer starts on a particular day. In the northern hemisphere, the first day of summer follows the solstice in late June. The solstice has to do with the seasonal movement of the sun. This movement affects how high the sun appears in the sky as we see it from the earth. The solstice happens twice each year. There is a winter and a summer solstice.

The summer solstice is often called the longest day of the year. On this day, the sunrise and sunset are farther apart than on any other day. In the northern United States, it stays light past nine o'clock on this day! The winter solstice is in December. It is the opposite of the summer solstice. The winter solstice is the shortest day of the year and has the least amount of time between sunrise and sunset.

Summer ends with the fall equinox. The equinox is marked by exactly twelve hours of day and twelve hours of night. Like a solstice, the equinox comes twice a year. There is one equinox in September. The other equinox is in March. Both the solstice and the equinox mark four special days during the year that help us keep track of the seasons.

	Rating = 1	Rating = 2	Rating = 3	Rating
1. Accuracy	< 90% accurate	90–94% accurate	≥ 95% accurate	
2. Attention to Punctuation	Rarely attends to punctuation	Sometimes attends to punctuation	Attends to all punctuation	
3. Attention to Meaning	Errors violate meaning of text; Does not self-correct to preserve meaning	Mixture of meaning and non-meaning violating errors	Errors do not violate meaning; Self-corrects to preserve meaning	
4. Expression/ Prosody (Pitch, Stress, Intonation)	Quiet and/or monotone reading (does not read with expression)	Reads portions of the text with appropriate volume and expression	Reads the text with appropriate volume and expression	
5. Fluidity/ Smoothness	Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words	Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structures; Shows automaticity on some re-read words	Reads without hesitations or repetitions; Self-corrections do not disrupt the flow; Shows automaticity on <b>all</b> re-read words	
6. Pacing	Reads slowly and with difficulty/ Reads too fast (speed reading)	Shows a mixture of slow reading and conversational pacing	Reads at a conversational pace; Adjusts pace for text difficulty	
7. Phrasing/ Juncture	Reads word by word	Reads with some phrasing or chunking of text	Reads text in larger, meaningful phrase groups based on syntax	

#### Seasons and the Sun (Expository)

Total: /21

#### Expository Errors

Student Asks \_\_\_\_\_  
Hesitation \_\_\_\_\_  
Omission \_\_\_\_\_  
Reversal \_\_\_\_\_  
Substitution \_\_\_\_\_

#### Expository Miscues

Inserts word(s) \_\_\_\_\_  
Lost place \_\_\_\_\_  
Repeats word(s) \_\_\_\_\_  
Self-corrects \_\_\_\_\_

#### Notes:

# Acadience® Reading Diagnostic CFOL Score Sheet: Section G

## Section G. Reading Fluency Scoring Rubric, continued

### Level 2, Passage 2 (Narrative)

#### My Brother on the Radio

If you turn on the radio in my hometown, there is a good chance that you will hear my big brother, Ryan. He has a job with a local radio station. The radio station he works for mostly plays music. But, my brother provides listeners with a few minutes of news at the beginning of every hour. Everyone in our town knows Ryan, even if they don't know what he looks like.

The first time my brother was on the air, I knew he was nervous. He sounded very serious, but I still knew it was him. Later, he told me he had dropped his notes while reporting the news. He said it made him very anxious. Now that he has had lots of experience, he sounds more relaxed. He has even had a case of on-air hiccups, but nobody could tell. Many people have told me they enjoy hearing him and appreciate his news updates. He has a great voice. People think he is very professional.

I have gotten used to hearing Ryan's voice on the radio. But next week, he has an interview for a job as a radio news broadcaster in a big city far away. He is really good at his job, so they probably will want to hire him. If they do hire him, Ryan's voice will be heard by thousands of people every day. I guess he will be kind of famous. I will miss him when he moves away. But, maybe I will get to see a big city radio station when I visit him. I am excited for my brother and I'm proud of him, too.

	Rating = 1	Rating = 2	Rating = 3	Rating
1. Accuracy	< 90% accurate	90–94% accurate	≥ 95% accurate	
2. Attention to Punctuation	Rarely attends to punctuation	Sometimes attends to punctuation	Attends to <u>all</u> punctuation	
3. Attention to Meaning	Errors violate meaning of text; Does not self-correct to preserve meaning	Mixture of meaning and non-meaning violating errors	Errors do not violate meaning; Self-corrects to preserve meaning	
4. Expression/ Prosody (Pitch, Stress, Intonation)	Quiet and/or monotone reading (does not read with expression)	Reads portions of the text with appropriate volume and expression	Reads the text with appropriate volume and expression	
5. Fluidity/ Smoothness	Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words	Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structures; Shows automaticity on some re-read words	Reads without hesitations or repetitions; Self-corrections do not disrupt the flow; Shows automaticity on <b>all</b> re-read words	
6. Pacing	Reads slowly and with difficulty/ Reads too fast (speed reading)	Shows a mixture of slow reading and conversational pacing	Reads at a conversational pace; Adjusts pace for text difficulty	
7. Phrasing/ Juncture	Reads word by word	Reads with some phrasing or chunking of text	Reads text in larger, meaningful phrase groups based on syntax	

#### My Brother on the Radio (Narrative)

Total: /21

#### Narrative Errors

Student Asks \_\_\_\_\_  
Hesitation \_\_\_\_\_  
Omission \_\_\_\_\_  
Reversal \_\_\_\_\_  
Substitution \_\_\_\_\_

#### Narrative Miscues

Inserts word(s) \_\_\_\_\_  
Lost place \_\_\_\_\_  
Repeats word(s) \_\_\_\_\_  
Self-corrects \_\_\_\_\_

#### Notes:

# Acadience® Reading Diagnostic CFOL Score Sheet: Section G

**Section G. Reading Fluency Scoring Rubric** (Administer both alternate passages from the selected level. See *Assessor Directions and Student Materials book* for directions.)

## Level 1, Alternate Passage 1 (Expository)

### Talking Drums

How do you talk to a person who is far away? Maybe you would use a phone. Many years ago, people did not have phones. But, they could still talk to people far away. How did they do it? They used drums. 27  
42

Many groups of people have used drums to talk to each other. The people of West Africa are the most well known for it. They used their drums often. To send a message far away, someone would play a drum loudly using special beats. The other groups that lived close by would hear it. They would listen carefully. If the message was not for them, they would pass it on. They passed it on with their own drums. 69  
93  
120  
132

Today, phones are used in West Africa. But, drums are still used by some of the West African people. For example, drums are used to make music. And, some people still talk with drums. They use the same beats used long ago to talk to others far away. In this way, drums are still an important part of their life and culture. 157  
185  
194

	Rating = 1	Rating = 2	Rating = 3	Rating
1. Accuracy	< 90% accurate	90–94% accurate	≥ 95% accurate	
2. Attention to Punctuation	Rarely attends to punctuation	Sometimes attends to punctuation	Attends to <u>all</u> punctuation	
3. Attention to Meaning	Errors violate meaning of text; Does not self-correct to preserve meaning	Mixture of meaning and non-meaning violating errors	Errors do not violate meaning; Self-corrects to preserve meaning	
4. Expression/ Prosody (Pitch, Stress, Intonation)	Quiet and/or monotone reading (does not read with expression)	Reads portions of the text with appropriate volume and expression	Reads the text with appropriate volume and expression	
5. Fluidity/ Smoothness	Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words	Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structures; Shows automaticity on some re-read words	Reads without hesitations or repetitions; Self-corrections do not disrupt the flow; Shows automaticity on <b>all</b> re-read words	
6. Pacing	Reads slowly and with difficulty/ Reads too fast (speed reading)	Shows a mixture of slow reading and conversational pacing	Reads at a conversational pace; Adjusts pace for text difficulty	
7. Phrasing/ Juncture	Reads word by word	Reads with some phrasing or chunking of text	Reads text in larger, meaningful phrase groups based on syntax	

### Talking Drums (Expository)

**Total:** /21

#### Expository Errors

Student Asks \_\_\_\_\_  
Hesitation \_\_\_\_\_  
Omission \_\_\_\_\_  
Reversal \_\_\_\_\_  
Substitution \_\_\_\_\_

#### Expository Miscues

Inserts word(s) \_\_\_\_\_  
Lost place \_\_\_\_\_  
Repeats word(s) \_\_\_\_\_  
Self-corrects \_\_\_\_\_

#### Notes:

# Acadience® Reading Diagnostic CFOL Score Sheet: Section G

Section G. Reading Fluency Scoring Rubric, continued				
<b>Level 1, Alternate Passage 2 (Narrative)</b>				
<b>Mystery at the Park</b>				
	Carlos and Emily were at the park when they saw something on the ground. It looked like a wallet. The two of them were not sure what to do.	29		
	They went to find Emily's dad. He was with her brother near the swings. All of them went back to where the wallet was. Emily's dad picked it up and looked inside. He found a phone number and called it. A man answered. Emily's dad asked the man if he had lost his wallet. The man on the phone sounded excited. He said he would come to the park right away.	56		
	A few minutes later, the man arrived. He told them he had been there with his son a few days earlier. He thought his wallet was long gone. He was so happy it was found. He thanked them many times. Everyone was glad that the mystery at the park had been solved!	84		
		100		
		127		
		152		
	Rating = 1	Rating = 2	Rating = 3	Rating
1. Accuracy	< 90% accurate	90–94% accurate	≥ 95% accurate	
2. Attention to Punctuation	Rarely attends to punctuation	Sometimes attends to punctuation	Attends to all punctuation	
3. Attention to Meaning	Errors violate meaning of text; Does not self-correct to preserve meaning	Mixture of meaning and non-meaning violating errors	Errors do not violate meaning; Self-corrects to preserve meaning	
4. Expression/ Prosody (Pitch, Stress, Intonation)	Quiet and/or monotone reading (does not read with expression)	Reads portions of the text with appropriate volume and expression	Reads the text with appropriate volume and expression	
5. Fluidity/ Smoothness	Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words	Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structures; Shows automaticity on some re-read words	Reads without hesitations or repetitions; Self-corrections do not disrupt the flow; Shows automaticity on all re-read words	
6. Pacing	Reads slowly and with difficulty/ Reads too fast (speed reading)	Shows a mixture of slow reading and conversational pacing	Reads at a conversational pace; Adjusts pace for text difficulty	
7. Phrasing/ Juncture	Reads word by word	Reads with some phrasing or chunking of text	Reads text in larger, meaningful phrase groups based on syntax	
<b>Mystery at the Park (Narrative)</b>				<b>Total:</b> /21
<u>Narrative Errors</u>		<u>Narrative Miscues</u>		
Student Asks	_____	Inserts word(s)	_____	
Hesitation	_____	Lost place	_____	
Omission	_____	Repeats word(s)	_____	
Reversal	_____	Self-corrects	_____	
Substitution	_____			
<b>Notes:</b>				

# Acadience® Reading Diagnostic CFOL Score Sheet: Section G

## Section G. Reading Fluency Scoring Rubric, continued

### Level 2, Alternate Passage 1 (Expository)

#### The Public Library

If you enjoy books, you might want to get a public library card. With a library card, you can check out books, audio books, music, and even movies and then take them home. 27  
33

Borrowing from a library does come with responsibilities. For instance, you have to take good care of the books and other items that you borrow. It is important that they are treated with respect. Two ways to do this are to keep books dry and turn the pages carefully. Doing these things helps the books last a long time so that other borrowers can enjoy them, too. 57  
84  
100

Library items are most often borrowed for a week or two at a time. The library gives you a due date so you will know when to return your items. Most libraries will let you renew a book, which means you can keep it longer. Remembering to turn in your library books on time is important because someone else may be waiting to borrow it next. Plus, if you forget to renew your book and turn it in late, you may have to pay a fine. 129  
155  
183  
186

Spending time at the library can be pretty fun, too. For example, many libraries have an activity called story time. During this time, a librarian reads books out loud to children. Sometimes there are even songs and games. Children of all ages can go and families are welcome, too. So, go explore your local library. It is free, easy, and there for your enjoyment. You will be surprised by its many treasures! 210  
234  
258

	Rating = 1	Rating = 2	Rating = 3	Rating
1. Accuracy	< 90% accurate	90–94% accurate	≥ 95% accurate	
2. Attention to Punctuation	Rarely attends to punctuation	Sometimes attends to punctuation	Attends to <u>all</u> punctuation	
3. Attention to Meaning	Errors violate meaning of text; Does not self-correct to preserve meaning	Mixture of meaning and non-meaning violating errors	Errors do not violate meaning; Self-corrects to preserve meaning	
4. Expression/ Prosody (Pitch, Stress, Intonation)	Quiet and/or monotone reading (does not read with expression)	Reads portions of the text with appropriate volume and expression	Reads the text with appropriate volume and expression	
5. Fluidity/ Smoothness	Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words	Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structures; Shows automaticity on some re-read words	Reads without hesitations or repetitions; Self-corrections do not disrupt the flow; Shows automaticity on <b>all</b> re-read words	
6. Pacing	Reads slowly and with difficulty/ Reads too fast (speed reading)	Shows a mixture of slow reading and conversational pacing	Reads at a conversational pace; Adjusts pace for text difficulty	
7. Phrasing/ Juncture	Reads word by word	Reads with some phrasing or chunking of text	Reads text in larger, meaningful phrase groups based on syntax	

#### The Public Library (Expository)

**Total:** /21

#### Expository Errors

Student Asks \_\_\_\_\_  
Hesitation \_\_\_\_\_  
Omission \_\_\_\_\_  
Reversal \_\_\_\_\_  
Substitution \_\_\_\_\_

#### Expository Miscues

Inserts word(s) \_\_\_\_\_  
Lost place \_\_\_\_\_  
Repeats word(s) \_\_\_\_\_  
Self-corrects \_\_\_\_\_

#### Notes:

# Acadience® Reading Diagnostic CFOL Score Sheet: Section G

## Section G. Reading Fluency Scoring Rubric, continued

### Level 2, Alternate Passage 2 (Narrative)

#### Hiking Adventure

My name is Logan and I love adventure. Last weekend, my family drove up to the mountains to go hiking. At the trailhead, we found that the air smelled like pine needles, and we could hear the mountain breeze blowing through the trees. It was a beautiful day, and the peaks of the mountain range looked incredible against the blue sky.

Our mountain hike was an adventure for several reasons. First of all, it was kind of spooky. We met very few people on the trail, and it was really quiet. Also, we felt dwarfed by all the giant trees. We could not see any birds, but we could still hear some of their strange calls. Because the trail was very steep in places, we had to be careful not to trip over tree roots or rocks. As a result, we found ourselves wanting to look up at the towering trees while, at the same time, looking down to watch our steps. As we were hiking, I ran out of breath and had to take a break. My dad told me the air has less oxygen at higher altitudes. This was making it harder to breathe. Dad was pretty winded, too!

After a few miles, we came to an amazing lookout spot. We could see a great distance in almost every direction. Though I couldn't see all the way to the city, I could see some of the small towns we had passed on the drive up to the mountains. Even though we were out of breath, the fresh air felt good and the view was fabulous! The hike was so much fun that I hope we can go back soon.

	Rating = 1	Rating = 2	Rating = 3	Rating
1. Accuracy	< 90% accurate	90–94% accurate	≥ 95% accurate	
2. Attention to Punctuation	Rarely attends to punctuation	Sometimes attends to punctuation	Attends to <u>all</u> punctuation	
3. Attention to Meaning	Errors violate meaning of text; Does not self-correct to preserve meaning	Mixture of meaning and non-meaning violating errors	Errors do not violate meaning; Self-corrects to preserve meaning	
4. Expression/ Prosody (Pitch, Stress, Intonation)	Quiet and/or monotone reading (does not read with expression)	Reads portions of the text with appropriate volume and expression	Reads the text with appropriate volume and expression	
5. Fluidity/ Smoothness	Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words	Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structures; Shows automaticity on some re-read words	Reads without hesitations or repetitions; Self-corrections do not disrupt the flow; Shows automaticity on <b>all</b> re-read words	
6. Pacing	Reads slowly and with difficulty/ Reads too fast (speed reading)	Shows a mixture of slow reading and conversational pacing	Reads at a conversational pace; Adjusts pace for text difficulty	
7. Phrasing/ Juncture	Reads word by word	Reads with some phrasing or chunking of text	Reads text in larger, meaningful phrase groups based on syntax	

#### Hiking Adventure (Narrative)

Total: /21

#### Narrative Errors

Student Asks \_\_\_\_\_  
Hesitation \_\_\_\_\_  
Omission \_\_\_\_\_  
Reversal \_\_\_\_\_  
Substitution \_\_\_\_\_

#### Narrative Miscues

Inserts word(s) \_\_\_\_\_  
Lost place \_\_\_\_\_  
Repeats word(s) \_\_\_\_\_  
Self-corrects \_\_\_\_\_

#### Notes:

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ ID#: \_\_\_\_\_ Name: \_\_\_\_\_

## Acadience® Reading Diagnostic CFOL Score Summary

Section				Totals			
<b>A: Story Coherence/Text Structure</b>				# Correct with Prompting or Teaching	# Correct without Prompting or Teaching	Total # Correct/ # Possible	Section A
A1. Story Telling (Grades K & 1)						/25	
A2. What Happens Next? (Prediction) (Grades K & 1)						/10	
<b>B: Listening Comprehension</b>							Section B
B1. Retell (Grades K & 1)						/20	
B2. Question and Answer (Grades K & 1)						/18	
<b>C: Reading Comprehension</b>							Section C
C1. Paragraph Retell (Grade 2)						/20	
C2. Reading Sentences with Homophones (Grade 2)						/12	
C3. Reading Sentences with Homographs (Grades 2–4)						/10	
C4. Passage Retell (Grades 3 & 4)						/20	
<b>D: Syntactic Knowledge/Grammar</b>							Section D
D1. Matching Sentences to Pictures (Grade K)						/8	
D2. Use of Plurals (Grades K–3)						/10	
D3. Use of Past Tense (Grades K–3)						/8	
D4. Sentence Anagrams (Grades K–3)						/7	
D5. Sentence Repetition (Grades K–4)						/10	
<b>E: Morphological Awareness</b>							Section E
E1. Morpheme Compounding (Grades K & 1)						/5	
E2. Sentence Completion (Decomposition, Derivation, & Inflection) (Grades K–4)						/8	
E3. Making Words (Grades 1–4)						/15	
<b>F: Vocabulary/Word Knowledge</b>							Section F
F1. Definitions (Grades K–4)						/24	
F2. Multiple Meanings (Grades K–4)						/20	
F3. Figurative Language (Idioms) (Grades 1–4)						/12	
<b>G: Reading Fluency (Levels 2–4) (Administer both passages at <b>either</b> Level 1 or Level 2)</b>							Section G
G. Expository						/21	
G. Narrative						/21	
<b>Testing Observations</b>				<b>Comments:</b>			
	Very Low		Very High				
Engagement	1	2	3				
Persistence/Motivation	1	2	3				
Focus	1	2	3				



**Acadience® Reading Diagnostic CFOL Score Analysis**

Domain & Task (Maximum Score)	Grade K					Grade 1					Grade 2					Grade 3					Grade 4				
	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd
<b>Comprehension</b>																									
<b>A: Story Coherence/Text Structure</b>																									
A1. Story Telling (25)	6	11	<b>16</b>	20	25	9	13	<b>17</b>	21	25															
A2. What Happens Next? (Prediction) (10)	1	3	<b>5</b>	7	8	2	4	<b>6</b>	8	10															
<b>B: Listening Comprehension</b>																									
B1. Retell (20)	0	2	<b>6</b>	11	16	1	6	<b>10</b>	15	20															
B2. Question and Answer (18)	2	6	<b>9</b>	13	17	5	9	<b>12</b>	16	18															
<b>C: Reading Comprehension</b>																									
C1. Paragraph Retell (20)											6	10	<b>15</b>	19	20										
C2. Reading Sentences with Homophones (12)											6	8	<b>9</b>	11	12										
C3. Reading Sentences with Homographs (10)											0	2	<b>4</b>	7	9	0	3	<b>6</b>	8	10	2	5	<b>7</b>	9	10
C4. Passage Retell (20)																8	12	<b>15</b>	19	20	7	11	<b>16</b>	20	*
	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd
<b>Oral Language</b>																									
<b>D: Syntactic Knowledge/Grammar</b>																									
D1. Matching Sentences to Pictures (8)	2	3	<b>5</b>	7	8																				
D2. Use of Plurals (10)	2	3	<b>5</b>	7	9	2	4	<b>6</b>	8	10	3	5	<b>7</b>	9	10	4	6	<b>8</b>	10	*					
D3. Use of Past Tense (8)	0	1	<b>2</b>	4	5	0	1	<b>3</b>	5	7	1	3	<b>5</b>	7	8	2	4	<b>5</b>	7	8					
D4. Sentence Anagrams (7)	*	0	<b>2</b>	4	6	0	2	<b>4</b>	6	7	3	5	<b>6</b>	7	*	4	5	<b>6</b>	7	*					
D5. Sentence Repetition (10)	*	0	<b>3</b>	5	7	0	1	<b>4</b>	6	9	0	3	<b>5</b>	7	10	1	3	<b>5</b>	7	9	2	4	<b>6</b>	8	10
<b>E: Morphological Awareness</b>																									
E1. Morpheme Compounding (5)	*	0	<b>2</b>	3	5	0	1	<b>3</b>	4	5															
E2. Sentence Completion (8)	0	2	<b>3</b>	4	5	1	2	<b>3</b>	5	6	1	3	<b>4</b>	6	7	2	4	<b>5</b>	7	8	3	4	<b>6</b>	7	8
E3. Making Words (15)						0	1	<b>3</b>	6	8	1	3	<b>5</b>	7	9	2	4	<b>7</b>	10	12	2	5	<b>8</b>	11	14
<b>F: Vocabulary/Word Knowledge</b>																									
F1. Definitions (24)	0	1	<b>5</b>	8	12	0	4	<b>7</b>	11	15	1	5	<b>10</b>	14	18	2	7	<b>12</b>	17	22	4	9	<b>14</b>	19	24
F2. Multiple Meanings (20)	0	3	<b>6</b>	10	14	2	6	<b>10</b>	14	18	3	7	<b>12</b>	16	20	2	7	<b>13</b>	19	20	9	13	<b>16</b>	20	*
F3. Figurative Language (Idioms) (12)						*	0	<b>3</b>	7	10	0	2	<b>6</b>	9	12	2	5	<b>8</b>	11	12	3	5	<b>8</b>	11	12
	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd	-2sd	-1sd	<b>M</b>	+1sd	+2sd
<b>Fluency</b>																									
<b>G: Reading Fluency, Level 1</b>																									
Story 1—Expository (21)											9	13	<b>16</b>	20	21										
Story 2—Narrative (21)											9	13	<b>17</b>	21	*										
<b>G: Reading Fluency, Level 2</b>																									
Story 1—Expository (21)																9	13	<b>16</b>	20	21	9	13	<b>17</b>	20	21
Story 2—Narrative (21)																8	13	<b>17</b>	21	*	10	14	<b>18</b>	21	*

Note: M = Mean, sd = standard deviation, \* = not applicable