

**\*\*For Simulation Specialist or Role Play Student Only\*\***  
**(Hits/Misses & Pre/Post- Fluency Probes)**

**Pre-Data probe errors as read aloud by Harrison**

*Each word will be read as written. Please be mindful of bolded words to replace the strikethrough words with as well as omissions, etc. Please note, you will only get to the highlighted stopping point within 1 minute, so please pace the reading fluency accordingly.*

*It is the aim that the teacher candidate will mark this as an error on the data collection sheet.*

**Sponges**

Many Most people have a **sp-...spon...spong** ~~sponge~~ or two in their **ketchup, I mean** kitchen. A **spong** ~~sponge~~ is handy for washing **dish** ~~dishes~~ and **whipping** ~~wiping~~ **count** ~~counters~~. Most of our **spong** ~~sponges~~ are made by **mm...make...I don't know this word** ~~machines~~, out of wood [**OMIT the word fiber**]~~fiber~~ or **plates** ~~plastic~~. But before man-made **spong** ~~sponges~~ were **into** ~~invented~~, people used **nn...nate...nature** ~~natural~~ **spong** ~~sponges~~.

A **nature** ~~natural~~ **spong** ~~sponge~~ is, in fact, an animal. It lives in the **ock..ockee..I don't know this word** ~~ocean~~. It has no eyes or mouth. It has no organs at all. It **can't** ~~cannot~~ swim. It is **attached** ~~anchored~~ to a rock and feeds **[STOP]** on the bacteria in the water that flows through it.  
(91)

## **Post-Data probe errors as read aloud by Harrison**

*Each word will be read as written. Please be mindful of bolded words to replace the strikethrough words with as well as omissions, etc. Please note, you will only get to the highlighted stopping point within 1 minute, so please pace the reading fluency accordingly.*

*It is the aim that the teacher candidate will mark this as an error on the data collection sheet.*

### **Sponges**

Most people have a sponge or two in their kitchen. A sponge is handy for washing a **dish** ~~dishes~~ and **whipping** ~~wiping~~ counters. Most of our sponges are made by **makings** ~~machines~~, out of wood **fibber** ~~fiber~~ or plastic. But before man-made sponges were invented, people used **nature** ~~natural~~ sponges.

A **nature** ~~natural~~ sponge is, in fact, an animal. It lives in the ocean. It has no eyes or mouth. It has no organs at all. It **can't** ~~cannot~~ swim. It is **anch...ancho...I don't know this word** ~~anchored~~ to a rock and feeds on the **bake...baking** ~~baacteria~~ in the water that **flower** ~~flows~~ through it.

For **hundred** ~~hundreds~~ of years, people in the Greek **is...is...I don't know this work** ~~islands~~ fished **[STOP]** for sponges. A sponge diver dove from his boat wearing only a rope around his waist. He carried a heavy stone, which took him quickly to the ocean floor. He could hold his breath for three to five minutes at a time. He used a small curved knife to cut the sponges from the rocks. He took as many as he could before his breath ran out, and put them in a net bag. (175)

**Target behaviors for simulation/role play:** The below “hits” represents strategies that we would like to see the teachers display. The below “misses” refer to non-preferred teacher behaviors.

When teachers...	Classroom students will...
HIT	HIT
<ul style="list-style-type: none"> <li>● Adhere to the written assessment directions verbatim.</li> <li>● Asks Harrison to repeat what he needs to do before beginning data collection.</li> <li>● Utilize timing mechanism as appropriate and tells Harrison ‘STOP’ when minute is up.</li> <li>● Records notes while Harrison is reading.</li> <li>● Builds a respectful relationship with Harrison before/after assessment (says hello, asks about his day,</li> </ul>	<ul style="list-style-type: none"> <li>● Repeat the directions.</li> <li>● Completes the assessment.</li> </ul>
MISS	MISS
<ul style="list-style-type: none"> <li>● Does not adhere to the written assessment directions verbatim</li> <li>● Does not ask Harrison to repeat the directions.</li> <li>● Does not utilize a timing mechanism as appropriate and/or does not tells Harrison ‘STOP’ when minute is up.</li> <li>● Does not record notes during meeting.</li> <li>● Does not build a respectful relationship with Harrison before/after assessment (does not interact with Harrison other than teaching).</li> </ul>	<ul style="list-style-type: none"> <li>● Is reluctant to do the assessment and may ask questions in the middle of it, yawn, exhibit boredom, and ask why he has to do the assessment.</li> </ul>