



ADMINISTRATION AND SCORING GUIDE

Early Literacy

Grades K–1



For inquiries or reordering:
800.627.7271
www.aimsweb.com

Copyright © 2021 NCS Pearson, Inc. All rights reserved.

Warning: No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without the express written permission of the copyright owner.

Pearson is a trademark, in the US and/or other countries, of Pearson PLC or its affiliates.

NCS Pearson, Inc. 5601 Green Valley Drive Bloomington, MN 55437

Produced in the United States of America.

v.A

Product Number 66336

Table of Contents

Early Literacy Measures	1
Introduction	1
Testing Conditions	3
Student Test Materials and Digital Record Forms	4
Test Accommodations	5
Print Concepts	6
Overview	6
Materials Needed	6
Administration Directions	7
What You Need to Know	7
Administration Steps	7
Scoring Rules	7
Letter Naming Fluency	8
Overview	8
Materials Needed	8
Administration Directions	9
What You Need to Know	9
Administration Steps	9
Scoring Rules	10
Initial Sounds	11
Overview	11
Materials Needed	11
Administration Directions	12
What You Need to Know	12
Administration Steps	12
Scoring Rules	12

Auditory Vocabulary	13
Overview	.13
Materials Needed	.13
Administration Directions	.14
What You Need to Know	.14
Administration Steps	.14
Scoring Rules	.14
Letter Word Sounds Fluency	15
Overview	.15
Materials Needed	.16
Administration Directions	.16
What You Need to Know	.16
Administration Steps	.17
Scoring Rules	.17
Phoneme Segmentation	19
Overview	.19
Materials Needed	.19
Administration Directions	.20
What You Need to Know	.20
Administration Steps	.20
Scoring Rules	.20
Nonsense Word Fluency	22
Overview	.22
Materials Needed	.23
Administration Directions	.23
What You Need to Know	.23
Administration Steps	.23
Scoring Rules	.24
Word Reading Fluency	26
Overview	.26
Materials Needed	.27
Administration Directions	.27
What You Need to Know	.27
Administration Steps	.27
Scoring Rules	.28

Oral Reading Fluency	29
Overview . . . . .	.29
Materials Needed . . . . .	.30
Administration Directions . . . . .	.30
What You Need to Know . . . . .	.30
Administration Steps . . . . .	.30
Guide to Miscues . . . . .	.32
Ending a Session Earlier Than 1 Minute . . . . .	.32
Scoring Rules . . . . .	.33

Appendix A	34
Common Sounds Pronunciation Guide . . . . .	.34

Appendix B	35
Qualitative Features Checklist . . . . .	.35

Appendix C	36
Timing Guidelines and Discontinue Rules . . . . .	.36

List of Tables

Table 1	Measure Descriptions	2
Table 2	Seasonal Screening Timeline	3
Table 3	Miscue Examples for the Sample Sentence, “Bob is a big dog. He is a big lab mix.” . . . .	.32
Table 4	Purpose of ORF Navigation Buttons. . . . .	.32
Table A1	Common Sounds Pronunciation Guide . . . . .	.34
Table C1	Item Timing Guidelines and Measure Discontinue Rules . . . . .	.36

List of Figures

Figure 1	Auditory Vocabulary DRF Screen	4
Figure 2	Print Concepts DRF Test Page	6
Figure 3	Letter Naming Fluency Student Test Page	8
Figure 4	Initial Sounds Student Test Page . . . . .	.11
Figure 5	Auditory Vocabulary Student Test Page . . . . .	.13
Figure 6	Letter Word Sounds Fluency Student Test Page . . . . .	.15
Figure 7	Phoneme Segmentation DRF Test Page . . . . .	.19
Figure 8	Nonsense Word Fluency Student Test Page . . . . .	.22
Figure 9	Word Reading Fluency Student Test Page . . . . .	.26
Figure 10	Oral Reading Fluency Student Test Page . . . . .	.29

Early Literacy Measures



Level	Kindergarten and Grade 1
Administration	Individual Paper presentation of student test forms
Duration	Screening: From 7 to 12 minutes, depending on grade and season Progress monitoring: 1 minute per measure
Responses	Recorded using a digital record form (DRF) via computer
Scores	Automatically calculated when responses are submitted via a DRF

Introduction

The aimswebPlus® Early Literacy measures are a set of brief, individually administered, standardized measures for children in Kindergarten and Grade 1. These measures are designed for the universal screening or benchmarking of entire student classrooms at the beginning, middle, and end of the school year. In addition, most of the measures can also be used for frequent progress monitoring of students identified as at risk. For each measure, there are up to 23 different test forms provided for screening and progress monitoring (number of forms varies by measure).

The nine Early Literacy measures are Print Concepts (PC), Letter Naming Fluency (LNF), Initial Sounds (IS), Auditory Vocabulary (AV), Letter Word Sounds Fluency (LWSF), Phoneme Segmentation (PS), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), and Oral Reading Fluency (ORF). The tasks, scoring criteria, and administration times for these measures are found in Table 1.

Table 1 Measure Descriptions

Measure	What students do	Score	Admin time
Print Concepts (PC)	Show understanding of purpose, use, and contents (letters, pictures) of a book.	Number of questions answered correctly	~2–3 minutes
Letter Naming Fluency (LNF)	Say the names of visually presented letters.	Number of letters named correctly	1 minute
Initial Sounds (IS)	Look at four pictures and either point to the one that begins with a given letter sound or make the sound that begins the word.	Number of correct letter sounds and picture names	~2–3 minutes
Auditory Vocabulary (AV)	Point to the one of four pictures that matches an orally presented word.	Number of pictures chosen correctly	~2–4 minutes
Letter Word Sounds Fluency (LWSF)	Say the sounds of visually presented letters, syllables, and words.	Number of sounds or words said correctly	1 minute
Phoneme Segmentation (PS)	Say the phonemes in orally presented words.	Number of phonemes said correctly	~2–3 minutes
Nonsense Word Fluency (NWF)	Read a nonsense word list aloud.	Number of sounds said correctly	1 minute
Word Reading Fluency (WRF)	Read a word list aloud.	Number of words read correctly	1 minute
Oral Reading Fluency* (ORF)	Read two stories aloud, each for 1 minute.	Average number of words read correctly	2 minutes

* Note. The ORF information in this table applies to the screening seasons of Fall, Winter, and Spring. When using ORF to progress monitor, students read **one** story aloud for 1 minute per testing session and the reported score is the number of words read correctly for that single story.

Typically, not all the Early Literacy measures are administered at each season for each grade. The following table (see Table 2) shows the seasonal screening timeline for administering the measures; these are the seasons during which national norms were collected. Testing time is brief—approximately 7–12 minutes for screening, depending on grade and season—so all assigned measures should be administered to a student in a single testing session. For progress monitoring, testing time is even briefer: approximately 1–3 minutes, depending on which measure(s) are being monitored for a given student.

Table 2 Seasonal Screening Timeline

Kindergarten			Grade 1		
Fall	Winter	Spring	Fall	Winter	Spring
Print Concepts					
Letter Naming Fluency*	Letter Naming Fluency*	Letter Naming Fluency*			
Initial Sounds*	Initial Sounds*				
Auditory Vocabulary	Auditory Vocabulary	Auditory Vocabulary	Auditory Vocabulary	Auditory Vocabulary	Auditory Vocabulary
Letter Word Sounds Fluency*	Letter Word Sounds Fluency*	Letter Word Sounds Fluency*	Letter Word Sounds Fluency		
	Phoneme Segmentation*	Phoneme Segmentation*	Phoneme Segmentation		
	Nonsense Word Fluency*	Nonsense Word Fluency*	Nonsense Word Fluency*	Nonsense Word Fluency*	Nonsense Word Fluency*
		Word Reading Fluency	Word Reading Fluency*	Word Reading Fluency*	Word Reading Fluency*
			Oral Reading Fluency*	Oral Reading Fluency*	Oral Reading Fluency*

Note. Measures presented in the table with an * are available for progress monitoring at the grade level shown. Kindergarten: Letter Naming Fluency, Initial Sounds, Letter Word Sounds Fluency, Phoneme Segmentation, and Nonsense Word Fluency. Grade 1: Nonsense Word Fluency, Word Reading Fluency, and Oral Reading Fluency.

You must follow all directions carefully to be able to make decisions or draw conclusions about a student's performance from the normative data (national, state, or district). Altering the instructions or the presentation of the test forms, providing hints, giving corrective feedback, or using test forms as teaching tools will invalidate any norms-based decisions. It is important that all examiners become familiar with these administration directions prior to administering any of the Early Literacy measures.

In the following sections, testing conditions, aimswebPlus Early Literacy test materials, and test accommodations are discussed. Next, administration procedures for each Early Literacy measure are presented. Finally, a guide to common sounds pronunciation (Appendix A), a checklist of qualitative features (Appendix B), and a summary table of timing guidelines and discontinue rules (Appendix C) are provided.

Testing Conditions

To ensure the most accurate results, students should be tested in a quiet room or area that is free from distractions. Conduct testing while seated with the student at a small table or at the corner of a larger table. If multiple examiners are testing at the same time in the same area, it is important that there be ample distance between student/examiner pairs to ensure that students cannot hear or be distracted by each other.

Try to administer the test when students are rested and able to pay attention so that they can give their best effort. Younger students often are easily distracted and tend to perform better with a familiar examiner. Therefore, try to have the same examiner test the student at each administration during a given school year.

If a test session is spoiled (e.g., testing is interrupted during the administration of any of the timed fluency measures), examiners may readminister the same test form to the student. It is suggested that examiners wait a few days before readministering a form to minimize the potential for practice effects.

Student Test Materials and Digital Record Forms

Student test materials are required for most of the measures. Stimulus books (for screening) and booklets (for progress monitoring) can be downloaded from the aimswebPlus system and printed; in addition, print editions of all digital materials are available at an additional cost for customers who prefer that option (please visit aimsweb.com for more information about printing alternatives). Once a test form is printed, it may be used as a master that can be photocopied as needed. *Note. Please be sure to keep masters and all copies in a secure place before and after use.*

With aimswebPlus, each student's performance is recorded on a digital record form (DRF) using a computer. The DRFs include all instructions you will need for administering the measures to students—including what to say to the student and correct/incorrect response information. Figure 1 shows an example of an Auditory Vocabulary DRF screen. Aside from the printed stimulus pages for the student, examiners will not need any printed materials or a stopwatch to administer and record a test session.

Figure 1 Auditory Vocabulary DRF Screen

Throughout each testing session, the aimswebPlus DRF will guide examiners through the appropriate screens via computer. After administering each measure, examiners will be able to review student responses and make any changes needed before submitting the responses (e.g., due to self-corrections). Each measure's score is then automatically generated when the student's responses are submitted to aimswebPlus via the DRF.

Examiners must familiarize themselves with the administration, recording, and scoring procedures detailed in this guide and practice each aspect of test administration—giving directions, presenting and turning student test pages, and recording responses—prior to administering Early Literacy measures to students. It is very important to administer each measure using the digital record form **at least once** to an appropriately aged child to ensure you are comfortable with all aspects of testing.

Test Accommodations

While similar in their intent, test accommodations and test modifications differ in their impact on test scores. *Accommodations* are changes made in the test setting, timing, presentation format, or response format that minimize obstacles to perceiving or responding to test content *without* changing the test content itself. When accommodations are used, the meaning of test scores and the valid application of norms is preserved. *Modifications*, on the other hand, are changes made to the testing process or content or provisions made for certain adaptive technologies or services that change the meaning of test scores. Modifications invalidate norms and are *not* permitted with the aimswebPlus Early Literacy measures.

Testing accommodations that are documented in a student's Individual Education Plan (IEP) or 504 plan are permitted with aimswebPlus. However, not all measures allow for accommodations; these exceptions depend on whether a measure is timed (e.g., Letter Word Sounds Fluency) and whether it is being used for screening or progress monitoring. While corrective feedback is allowed for some measures' *practice* items, hints and corrective feedback are **never** permitted for *test* items.

The aimswebPlus measure Auditory Vocabulary (AV) is an individually administered, *untimed* measure in which students respond orally or, in some cases, by pointing to an answer choice. This untimed measure is used only for screening. Any test accommodations allowed in statewide testing programs (e.g., using large print, using sign language to administer and respond to items, eliminating answer options for multiple choice items by covering them) and documented in the student's IEP or 504 plan are permitted for such untimed measures.

Like AV, the fluency measures used in screening are individually administered. However, unlike AV, these fluency measures employ strict time limits that are designed to keep testing brief and to generate rate-based scores (e.g., letter sounds correctly made per minute). The valid interpretation of national norms, which are an essential aspect of decision-making during benchmark testing, depend on adherence to the standard administration procedures.

The following accommodations are allowed for all Early Literacy fluency (i.e., timed) measures:

- Enlarging test forms.
- Modifying the environment (e.g., special lighting, adaptive furniture).

Because speed plays an important role in the timed fluency measures, certain typical accommodations cannot be used without invalidating the norms. For example, a valid accommodation may not be possible for a student who is unable to orally respond to test items that require an oral response. If a student uses sign language or adaptive technology, his or her response rate will be slowed and comparison to the national norms would not be appropriate.

Lastly, while examiners are given flexibility in determining when to have a student move on to the next item during the timed fluency measures, students can become frustrated when pushed too quickly through items; conversely, students who are struggling can become discouraged when stuck on a difficult item. Furthermore, some tasks lend themselves to faster response rates (e.g., Letter Naming Fluency) while others average slower response rates due to the task's cognitive load (e.g., Oral Reading Fluency). An examiner who is familiar with the student is in the best position to determine whether the student understands the task and is reasoning through an answer or the student is struggling and should move on. In general, unless otherwise noted, waiting about 3 to 5 seconds for an answer is appropriate in most situations. Examiners are encouraged to use their professional judgment on a case-by-case basis.

Print Concepts

Overview

Level Kindergarten (Fall)

Use Benchmarking

Print Concepts measures a student's basic understanding of book parts and usage. It may be a good indicator of a student's exposure to books in the home before entering Kindergarten. This very brief measure can help to make young students feel more comfortable with testing. The student answers nine questions about a book selected by the examiner (see criteria below). Figure 2 shows part of the DRF test page with the directions for presenting the book, the words the examiner reads, and the boxes to record correct or incorrect responses.

Figure 2 Print Concepts DRF Test Page

1	<i>Hold the book by the spine with the cover facing down. Hand it to the student and say:</i> Show me how you hold this book to read it.	right side up, front cover faces student (may be held or on table)	<input type="checkbox"/>	<input type="checkbox"/>
2	<i>If necessary, orient the book correctly for the student.</i> Say: Show me the name of this book.	points to any word in title or on spine of book	<input type="checkbox"/>	<input type="checkbox"/>
3	<i>Turn to the first page of the story (skip any title page). Say: Here is a story. Point to a picture on this page.</i>	points to any picture(s)	<input type="checkbox"/>	<input type="checkbox"/>

Materials Needed

For the student, you will need:

- A board book that meets *all* of the following criteria:
 - Title must contain more than one word.
 - Title must be properly capitalized (e.g., not all one word).
 - Font type should be appropriate both in style and size.
 - A typical story structure must be followed (e.g., not single words on a page).
 - First page of the story must have both words and a picture.
 - Second page (either right- or left-facing) must have words.
 - Story isn't too familiar or about currently popular television or movie characters.

To record student responses, you will also need:

- The corresponding aimswebPlus DRF on a computer that is connected to the internet.

Administration Directions

What You Need to Know

Before you begin:

- Be sure the testing area is reasonably quiet and free from distractions.
- Double check that you are using an appropriate board book for the testing session.

During testing, please keep in mind:

- Allow about 3 to 5 seconds for the student to respond to a question before marking it incorrect and going on to the next question.

Administration Steps

Say to the student:

Let's look at a book together.

Then, follow the directions and ask the questions, in order, as shown on the Print Concepts DRF screen. Using the criteria for each item, record the student's response on the DRF screen by clicking either the checkmark (☐) for correct responses or the X (☐) for incorrect responses. After the student has answered all Print Concepts questions, follow the directions on the DRF screen to score student responses.

Discontinue Rule: Students should attempt all 9 items.

Scoring Rules

Students receive 1 point for meeting all the criteria for each question. The maximum total score for Print Concepts is 9 points.

Letter Naming Fluency

Overview

Level Kindergarten (Fall, Winter, Spring)

Use Benchmarking and progress monitoring

Letter Naming Fluency measures a student's knowledge of uppercase and lowercase letter names. Knowing letter names is an essential preliteracy skill. Because it is a timed measure, Letter Naming Fluency can also measure the level of automaticity of this skill.

The student sees rows of upper- and lowercase letters and names as many as possible in 1 minute. Figure 3 shows a sample student test page.

Figure 3 Letter Naming Fluency Student Test Page



Materials Needed

For the student, you will need:

- A printout of the appropriate test form.

To record student responses, you will also need:

- The corresponding aimswebPlus DRF on a computer that is connected to the internet.
- Optional: A voice recorder so that student error patterns can be later identified and used to further guide instruction.

Administration Directions

What You Need to Know

Before you begin:

- Be sure the testing area is reasonably quiet and free from distractions.
- Double check that you are using the appropriate form for a given student's testing session (i.e., stimulus booklet for benchmarking or progress monitoring purposes).

During testing, please keep in mind:

- If the student pauses at a letter (i.e., the student is silent and not subvocalizing), wait about 3 to 5 seconds, then say the letter name and mark it incorrect. Then, point to the next letter and say: **What letter?** You may give this corrective feedback as often as needed. *No other feedback is permitted.*
- If the student makes the letter sound instead of saying its name, the first time say: **Tell me the letter name.** Then, record the second response. Only offer this reminder *once* during an administration. If the student makes a letter sound again, mark the item incorrect and do not give feedback.
- If a student self-corrects an incorrectly named letter within 3 seconds, record the response as correct.

Administration Steps

Place the student test page in front of the student. Then, say:

Here are some letters. Begin here (point to the first letter) **and tell me the names of as many letters as you can. Put your finger under the first letter. Ready? Begin.**

Click **Begin** on the DRF when the student says the first letter.

Record student responses by clicking on any incorrectly named letter. If a student skips an entire row of letters, redirect by pointing to the first letter of the skipped row and say, if needed: **This one is next.**

At 1 minute, say:

Stop.

Follow the directions on the DRF screen to click on the last letter named by the student and score student responses.

*Note. Very occasionally, a student will finish in less than 1 minute. If this occurs, click on the pause icon (■) and select **Student Finished Form** from the pop-up menu. Then, follow the directions on the DRF screen to score student responses.*

Discontinue Rule: If a student incorrectly names 10 consecutive letters without self-correcting, discontinue administration of this form. Click on the pause icon (■) and select **Discontinue Form** from the pop-up menu. The student's score will reflect only the letters correctly named before the discontinue rule was met.

Scoring Rules

Students receive 1 point for each correctly named letter.

Letter names are scored as *incorrect* if:

- A letter sound is made rather than saying the name (after giving corrective feedback once).
- A letter is skipped.
- Another letter name is given.
- The student self-corrects after 3 seconds have elapsed.
- No letter name is given within 3 seconds.

Do not penalize for:

- Self-corrections made within 3 seconds.
- A response of either *i* or *L* for a lowercase *L*.
- Regional dialects.
- Articulation problems.

The maximum total score for Letter Naming Fluency is 100 points.

Initial Sounds

Overview

Level Kindergarten (Fall, Winter)

Use Benchmarking and progress monitoring

Initial Sounds measures a student's ability to match a word to the initial sound made by the examiner (receptive) and the ability to produce the initial sound when a word is spoken (expressive). Pictures used in this measure should be familiar to *most* kindergarten-aged children, and the examiner provides a name for each picture *before* asking about the word sounds. Isolating and producing the first sound of a word is a valuable prereading skill.

The student sees a row of four pictures on each test page and hears the examiner name each picture. Then, the student either points to the picture of the word that matches the initial sound the examiner makes or makes the initial sound of the word spoken by the examiner. This is an untimed test. Figure 4 shows a sample student test page.

Figure 4 Initial Sounds Student Test Page



Materials Needed

For the student, you will need:

- A printout of the appropriate test form.

To record student responses, you will also need:

- The corresponding aimswebPlus DRF on a computer that is connected to the internet.

Administration Directions

What You Need to Know

Before you begin:

- Be sure the testing area is reasonably quiet and free from distractions.
- Double check that you are using the appropriate form for a given student's testing session (i.e., stimulus booklet for benchmarking or progress monitoring purposes).

During testing, please keep in mind:

- Allow about 3 to 5 seconds for the student to respond to a question before marking it incorrect and going on to the next question.

Administration Steps

Place the student test pages in front of the student in order and so that only the first page is visible.

Then, say:

This is (point to each picture and say the name provided on the Initial Sounds DRF screen).

Then, follow the directions and ask the questions, in order, as shown on the Initial Sounds DRF screen. Using the criterion for each item, record the student's response on the DRF screen by clicking either the checkmark (☐) for correct responses or the X (☐) for incorrect responses.

Note. Each Initial Sounds student test page is used for four test questions.

Discontinue Rule: Students should attempt all 12 items.

Scoring Rules

Students receive 1 point for each correctly produced sound and for each correctly identified (pointed to) and/or named word. Please see the "Common Sounds Pronunciation Guide" (see Table A1 in Appendix A) for the correct pronunciations of individual letter sounds.

Do not penalize for:

- Regional dialects.
- Articulation problems.

The maximum total score for Initial Sounds is 12 points.

Auditory Vocabulary

Overview

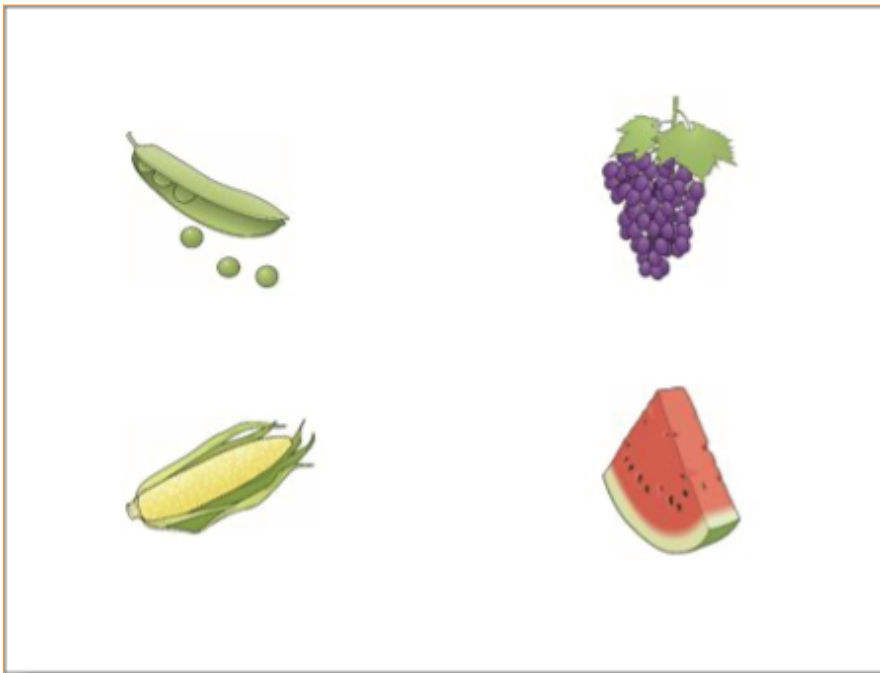
Levels Kindergarten and Grade 1 (Fall, Winter, Spring)

Use Benchmarking

Auditory Vocabulary measures a student's knowledge of words commonly found in Kindergarten and Grade 1 reading materials. If a student is unfamiliar with these common nouns, verbs, and adjectives, the development of other reading-related skills may be at risk.

The student sees a grid of four pictures on each test page and hears the examiner say the target word. Then, the student points to the picture that matches the word spoken by the examiner. This is an untimed test. Figure 5 shows a sample student test page.

Figure 5 Auditory Vocabulary Student Test Page



Materials Needed

For the student, you will need:

- A printout of the appropriate test form.

To record student responses, you will also need:

- The corresponding aimswebPlus DRF on a computer that is connected to the internet.

Note. Each Auditory Vocabulary test form contains 25 pages.

Administration Directions

What You Need to Know

Before you begin:

- Be sure the testing area is reasonably quiet and free from distractions.
- Double check that you are using the appropriate form for a given student's testing session (i.e., stimulus booklet for benchmarking or progress monitoring purposes).

During testing, please keep in mind:

- Allow about 10 seconds for the student to respond to a question before marking it incorrect and going on to the next question. However, examiners should use their judgment if it appears the student needs a bit more time to respond. There is no penalty for taking more than 10 seconds to respond to each test question.
- If the student doesn't respond or says, "I don't know," say: **Make your best guess.**
- If at any point the student self-corrects, change the response so that it is marked as correct.


Administration Steps

Place the student test pages in front of the student in order and so that only the first page is visible.

Then, say:

Point to (target word).

Then, follow the directions and administer the items, in order, as shown on the Auditory Vocabulary DRF screen. For each test item, repeat the above prompt and read the target word provided on the corresponding DRF screen. Record the student's response by clicking either the checkmark (☒) for correct responses or the X (☐) for incorrect responses.

Discontinue Rule: If a student incorrectly identifies the first 5 vocabulary words, discontinue administration of this form. Click on the pause icon () and select **Discontinue Form** from the pop-up menu. The student's score will be recorded as 0 for this measure.

Scoring Rules

Students receive 1 point for each correctly identified picture. The maximum total score for Auditory Vocabulary is 25 points.

Letter Word Sounds Fluency

Overview

Levels Kindergarten (Fall, Winter, Spring) and Grade 1 (Fall)

Use Benchmarking (Kindergarten and Grade 1) and progress monitoring (Kindergarten)

Letter Word Sounds Fluency measures a student's ability to make letter sounds, make the sounds of two-letter combinations, and read aloud consonant-vowel-consonant (CVC) words. This task is similar to the general developmental progression from letter-sound correspondence to oral word reading. Because it is a timed measure, Letter Word Sounds Fluency can also measure the level of automaticity of these skills.

The student first sees 5 columns of boxes that each contain three letters, and makes each letter sound. Next, the student sees boxes that each contain a consonant, a vowel-consonant pair, and a consonant-vowel-consonant (CVC) word. For these items, the student makes the consonant sound (e.g., /d/), then the vowel-consonant sound (e.g., the blend /og/), and then reads the CVC word (e.g., /dog/). The student says as many sounds and words as possible in 1 minute. Figure 6 shows a sample student test page.

Figure 6 Letter Word Sounds Fluency Student Test Page

m	t	z	m	d
s	b	f	v	p
p	h	n	k	w

d	c	b	w	t
og	ap	us	ig	en
dog	cap	bus	wig	ten

Materials Needed

For the student, you will need:

- A printout of the appropriate test form.

To record student responses, you will also need:

- The corresponding aimswebPlus DRF on a computer that is connected to the internet.
- Optional: A voice recorder so that student error patterns can be later identified and used to further guide instruction.

Administration Directions

What You Need to Know

Before you begin:

- Be sure the testing area is reasonably quiet and free from distractions.
- Double check that you are using the appropriate form for a given student's testing session (i.e., stimulus booklet for benchmarking or progress monitoring purposes).

During testing, please keep in mind:

- If the student pauses (i.e., the student is silent and not subvocalizing), wait about 3 to 5 seconds, then say the answer and mark it incorrect. Then, say: **Try the next one.** You may give this corrective feedback as often as needed. *No other feedback is permitted.*
- On a syllable or word, allow about 10 seconds for the student to sound out or to subvocalize before saying the answer and marking it incorrect. Then, say: **Try the next one.**
- If the student says the letter name instead of the sound, the first time say: **Tell me the sound the letter makes.** Then, record the second response. Only offer this reminder *once* during an administration. If the student says a letter name again, mark the item incorrect and do not give feedback.
- If a student skips the first item(s) in a box, point to the first item in the box and say: **This one is next.** Only offer this reminder *once* during an administration. If the student skips the first item(s) in a box again, mark the skipped item(s) incorrect and do not give feedback.
- If a student skips an entire row, point to the first letter in the skipped row and say: **This one is next.**
- If a student self-corrects an incorrectly made sound within 3 seconds, record the response as correct.

Administration Steps

Place the Letter Word Sounds Fluency practice page in front of the student. Point to the *t* in the first box and say:

Tell me what sound this makes.

Follow the remaining administration directions shown on the Letter Word Sounds Fluency DRF instruction screens, teaching the task to the student. Next, place the student test pages in front of the student in order and so that only the first page is visible. Then, say:

Let's do some more. Start with this box (point to the first box of three letters) **and then this box** (point to the next box) **and go across. Then, go on to these boxes** (point to the second row). **Keep going until I tell you to stop. Ready? Begin.**

Click **Begin** on the DRF when the student makes the first letter sound.

Record student responses by clicking on any letter or word incorrectly sounded.

The arrow on the bottom of page 1 and page 2 indicate a page turn. If the student finishes a test page before the 1-minute time limit, say:

Turn the page and keep going.

At 1 minute, say:

Stop.

Follow the directions on the DRF screen to click on the last letter or word sound made by the student and score student responses.

*Note. Very occasionally, a student will finish in less than 1 minute. If this occurs, click on the pause icon (■) and select **Student Finished Form** from the pop-up menu. Then, follow the directions on the DRF screen to score student responses.*

Discontinue Rule: If a student incorrectly produces sounds for 10 consecutive letters without self-correcting, discontinue administration of this form. Click on the pause icon (■) and select **Discontinue Form** from the pop-up menu. The student's score will reflect only the sounds and words correctly produced before the discontinue rule was met.

Scoring Rules

Students receive 1 point for each correctly made sound or word. The student must provide the most common sound of the letter, as shown in the "Common Sounds Pronunciation Guide" (see Table A1 in Appendix A). If the student says a less common sound, score it as an error. For vowels, the most common sound is the short-vowel sound.

Sounds or words are scored as *incorrect* if:

- A letter is named rather than making the sound (after giving corrective feedback once).
- The student skips the sounds prior to stating the whole CVC word, a sound or sounds are omitted.
- Other sounds or words are substituted.
- The student self-corrects after 3 seconds have elapsed.
- No sound is made within 3 seconds.

Items	Student says	Scoring
b us bus	/b/ /us/ /bus/	3 points
b us bus	/b/ /bus/	2 points (mark word-part us as incorrect, skipped)*
b us bus	/b/ /u/ /s/ /bus/	2 points (mark word-part us as incorrect, segmented)
b us bus	/b/ /us/ /b/ /u/ /s/	2 points (mark CVC word bus as incorrect, segmented)
b us bus	/bus/	1 point (mark letter b and word-part us as incorrect, skipped)*

*Note. The first time a student skips item(s) in a box, point to the first or skipped item in the box and say: **This one is next.** Only offer this reminder *once* during an administration.

Do not penalize for:

- Self-corrections made within 3 seconds.
- Regional dialects.
- Articulation problems.

The maximum total score for Letter Word Sounds Fluency is 75 points.

Phoneme Segmentation

Overview

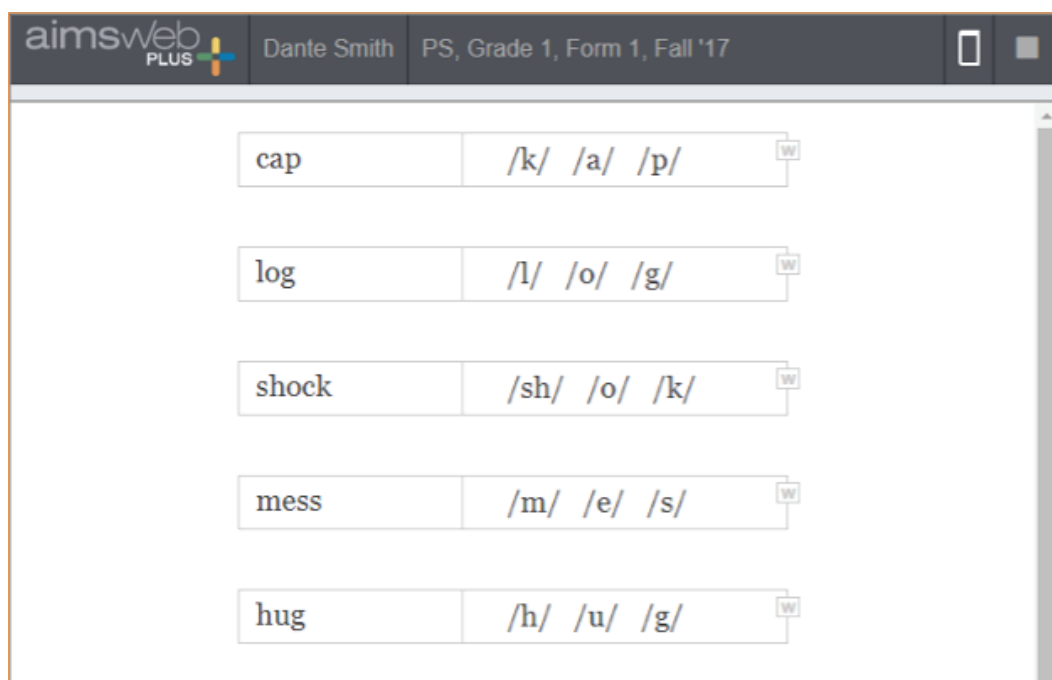
Level Kindergarten (Winter, Spring) and Grade 1 (Fall)

Use Benchmarking (Kindergarten and Grade 1) and progress monitoring (Kindergarten)

Phoneme Segmentation measures a student's ability to identify and make each individual sound within a word that is spoken by the examiner. Hearing, identifying, and reproducing separate word sounds is related to reading decoding.

Students hear words one at a time read aloud by the examiner and then respond by saying individual 3 or 4 phonemes for each word. This is an untimed test. Figure 7 shows a sample DRF test page with the words the examiner reads and the phonemes the examiner can click to record errors.

Figure 7 Phoneme Segmentation DRF Test Page



The screenshot displays the aimswebPLUS interface for a Phoneme Segmentation test. The header shows the user 'Dante Smith' and the test 'PS, Grade 1, Form 1, Fall '17'. The main content area lists five words, each with its phonemes and a 'W' icon for recording errors:

Word	Phonemes	Record Error
cap	/k/ /a/ /p/	W
log	/l/ /o/ /g/	W
shock	/sh/ /o/ /k/	W
mess	/m/ /e/ /s/	W
hug	/h/ /u/ /g/	W

Materials Needed

No printed materials are required for the student.

To record student responses, you will need:

- The appropriate aimswebPlus DRF on a computer that is connected to the internet.
- Optional: A voice recorder so that student error patterns can be later identified and used to further guide instruction.

Administration Directions

What You Need to Know

Before you begin:

- Be sure the testing area is reasonably quiet and free from distractions.
- For Phoneme Segmentation, it is especially important that the student can hear each sound of each word clearly.

During testing, please keep in mind:

- Allow about 3 to 5 seconds after each sound for the student to respond. If the student does not make the first or next sound segment of the test word within 3 seconds, mark the segment(s) not produced as incorrect and give the next test word.


Administration Steps


Say to the student:


I am going to say a word. After I say it, I want you to tell me all the sounds in the word. So, if I say *Sam*, you would say /s/ /a/ /m/. Let's try one. Tell me the sounds in *dog*.

Pause and wait for the student's response. Then, follow the directions and say the test words, in order, as shown on the Phoneme Segmentation DRF screen.

As soon as the student finishes saying the sounds of a word, say the next test word.

Record the student's response by clicking on any incorrect or skipped sounds. If the student repeats the whole word instead of saying sounds, click on the W-button () to mark all sounds as incorrect.

After the student has answered all Phoneme Segmentation questions, click on the pause icon () and select **Discontinue Form** from the pop-up menu. Then, click **OK** to confirm discontinuation of the form and follow the directions on the DRF screen to select the last segment attempted and to score student responses.

Discontinue Rule: If a student does not make *any* correct segmentations on 5 consecutive words, discontinue administration of this form. Click on the pause icon () and select **Discontinue Form** from the pop-up menu. The student's score will reflect only the sounds said correctly before the discontinue rule was met.

Scoring Rules

Students receive 1 point for each correctly sounded phoneme (sound segment). Each phoneme must be made *separately, correctly, and in the proper order* to receive credit.

Phonemes are scored as *incorrect* if:

- The whole word is said without any segmentation (i.e., all phonemes in the word are scored as incorrect).
- A phoneme is mispronounced (after making allowances for dialect and articulation).
- A phoneme is omitted.
- Phonemes are combined (see examples below).

Word	Student says	Scoring	Correct phonemes
Trick	"tr...ick"	/t/ /r/ /i/ /k/	0 of 4
Cat	"c...at"	/k/ /a/ /t/	1 of 3

- The student self-corrects after 3 seconds have elapsed.
- No phoneme sound is made within 3 seconds.

Do not penalize for:

- Additional sounds (if they are separated from the other sounds in the word; see examples below).

Word	Student says	Scoring	Correct phonemes
trick	t...r...i...ck...s	/t/ /r/ /i/ /k/	4 of 4
cat	s...c...a...t	/k/ /a/ /t/	3 of 3

- Schwa sounds (/u/) added to consonants (see examples below).

Word	Student says	Scoring	Correct phonemes
trick	tu...ru...i...ku	/t/ /r/ /i/ /k/	4 of 4
cat	ku...a...tu	/k/ /a/ /t/	3 of 3

- Self-corrections made within 3 seconds.
- Regional dialects.
- Articulation problems.

The maximum total score for Phoneme Segmentation is 49 points.

Nonsense Word Fluency

Overview

Levels Kindergarten (Winter, Spring) and Grade 1 (Fall, Winter, Spring)

Use Benchmarking (Kindergarten and Grade 1) and progress monitoring (Kindergarten and Grade 1)

Nonsense Word Fluency measures a student's ability to make individual letter sounds and make letter sounds in groups of two or three (i.e., nonsense words). Because it is a timed measure, Nonsense Word Fluency can also measure the level of automaticity of these skills.

The student sees rows of lowercase nonsense words and says as many letter sounds (individually [in isolation] or blended [as words]) as possible in 1 minute. Figure 8 shows a sample student test page.

Figure 8 Nonsense Word Fluency Student Test Page

hak	hez	mus	mol	jas
sem	mep	mez	sif	lat
non	kos	mib	tud	hap
tig	zam	luj	kaf	wef
sel	tuj	tic	lul	woz
fuv	sim	hib	rab	jut
en	fav	vuf	pic	saf
yud	jej	nof	raj	num
lod	tol	oc	tup	yif
iz	hil	hip	vuv	wob
sij	tut	kaj	dov	zeb
kef	yej	bim	jit	fub
joc	rij	dif	nes	zos
dep	kul	pel	lob	joj
tem	zod	bep	az	lop

Materials Needed

For the student, you will need:

- A printout of the appropriate test form.

To record student responses, you will also need:

- The corresponding aimswebPlus DRF on a computer that is connected to the internet.
- Optional: A voice recorder so that student error patterns can be later identified and used to further guide instruction.

Administration Directions

What You Need to Know

Before you begin:

- Be sure the testing area is reasonably quiet and free from distractions.
- Double check that you are using the appropriate form for a given student's testing session (i.e., stimulus booklet for benchmarking or progress monitoring purposes).

During testing, please keep in mind:

- If the student pauses at a nonsense word (i.e., the student is silent and not subvocalizing), wait about 3 to 5 seconds, then say the nonsense word and mark each letter in the word incorrect. Then, say: **Try the next one.** You may give this corrective feedback as often as needed. *No other feedback is permitted.*
- Allow about 10 seconds for the student to sound out or to subvocalize before saying the nonsense word and marking each letter in the word incorrect. Then, say: **Try the next one.**
- If a student skips an entire row, point to the first letter in the skipped row and say: **This one is next.**
- If a student self-corrects an incorrectly made sound or incorrectly pronounced nonsense word within 3 seconds, record the response as correct.

Administration Steps

Place the Nonsense Word Fluency practice page in front of the student. Point to *bim* and say:

Look at these letters. Each letter makes a sound: /b/ /i/ /m/ (point to each letter as you make each letter sound). **You can put the sounds together, like this: bim** (run your finger under the letters as you say *bim*).

Follow the remaining administration directions shown on the Nonsense Word Fluency DRF instruction screens, teaching the task to the student. Next, place the student test page in front of the student. Point to the first item in the upper-left corner and say:

Let's try some more. Start here, point to each letter and say the sound it makes, or put the sounds together. Keep going until I tell you to stop. Ready? Begin.

Click **Begin** on the DRF when the student makes the first letter sound.

Record student responses by clicking on any letter incorrectly sounded in each nonsense word.

At 1 minute, say:

Stop.

Follow the directions on the DRF screen to click on the last letter sound made by the student and score student responses.

*Note. Very occasionally, a student will finish in less than 1 minute. If this occurs, click on the pause icon (■) and select **Student Finished Form** from the pop-up menu. Then, follow the directions on the DRF screen to score student responses.*

Discontinue Rule: If a student produces **zero** correct letter sounds in the first 5 nonsense words without self-correcting, discontinue administration of this form. Click on the pause icon (■) and select **Discontinue Form** from the pop-up menu. The student's score will be recorded as 0 for this measure.

Scoring Rules

Students receive 1 point for each correctly made letter sound. The student can produce each individual letter sound in a given word or say the sounds as part of a blend.

Word	Student says	Scoring	Correct letter sounds
bik	/b/ /i/ /k/ or bik	b i k	3 of 3

The student must provide the most common sound of the letter, as shown in the "Common Sounds Pronunciation Guide" (see Table A1 in Appendix A). If the student says a less common sound, score it as an error. For vowels, the most common sound is the short-vowel sound.

Letter sounds are scored as *incorrect* if:

- A word is skipped (**all** letters in a skipped word are marked as incorrect).
- A letter is skipped (the skipped letter is marked as incorrect; see example below).

Word	Student says	Scoring	Correct letter sounds
dep	/d/ /p/	d e p	2 of 3

- Sounds pronounced out of order (when said as blended sounds; see example below).

Word	Student says	Scoring	Correct letter sounds
sim	mis	s i m	1 of 3

- The student self-corrects after 3 seconds have elapsed.
- No sound is made within 3 seconds.

Do not penalize for:

- Additional sounds (if they are separated from the other sounds in the word; see example below).

Word	Student says	Scoring	Correct letter sounds
az	/s/ /a/ /z/	a z	2 of 2

- Sounds pronounced out of order (when said as isolated sounds; see example below).

Word	Student says	Scoring	Correct letter sounds
sim	/m/ /i/ /s/	s i m	3 of 3

- Self-corrections made within 3 seconds.
- Regional dialects.
- Articulation problems.

The maximum total score for Nonsense Word Fluency is 218 to 220 points, depending on the grade and season.

Word Reading Fluency

Overview

Level Kindergarten (Spring) and Grade 1 (Fall, Winter, Spring)

Use Benchmarking (Kindergarten and Grade 1) and progress monitoring (Grade 1)

Word Reading Fluency measures a student's familiarity with both regularly and irregularly spelled words used frequently in Kindergarten and Grade 1 print materials. Because it is a timed measure, Word Reading Fluency can also measure the level of automaticity of reading skills.

The student sees three columns of lowercase words and reads as many as possible in 1 minute. Figure 9 shows a sample student test page.

Figure 9 Word Reading Fluency Student Test Page

are	at	like
you	were	way
his	an	because
the	out	most
it	made	which
and	no	see
on	after	down
a	through	even
with	into	any
but	him	great
she	other	world
would	very	still
we	did	help
from	where	found
up	may	good
I	people	around

Materials Needed

For the student, you will need:

- A printout of the appropriate test form.

To record student responses, you will also need:

- The corresponding aimswebPlus DRF on a computer that is connected to the internet.
- Optional: A voice recorder so that student error patterns can be later identified and used to further guide instruction.

Administration Directions

What You Need to Know

Before you begin:

- Be sure the testing area is reasonably quiet and free from distractions.
- Double check that you are using the appropriate form for a given student's testing session (i.e., stimulus booklet for benchmarking or progress monitoring purposes).

During testing, please keep in mind:

- If the student pauses at a word (i.e., the student is silent and not subvocalizing), wait about 3 to 5 seconds, then say the word and mark it incorrect. Then, say: **Try the next one.** You may give this corrective feedback as often as needed. *No other feedback is permitted.*
- Allow about 10 seconds for the student to sound out or to subvocalize before saying the word and marking it incorrect. Then, say: **Try the next one.**
- If a student skips an entire column, point to the first word in the skipped column and say: **This one is next.**
- If a student self-corrects an incorrectly pronounced word within 3 seconds, record the response as correct.

Administration Steps

Place the student test page in front of the student. Then, say:

When I say Begin, start reading these words aloud (point to the first word). **Read down the page** (demonstrate by moving finger down each column). **Try to read each word. Ready? Begin.**

Click **Begin** on the DRF when the student says the first word.

Record student responses by clicking on any incorrectly pronounced word.

The arrow on the bottom of page 1 indicates a page turn. If the student finishes a test page before the 1-minute time limit, say:

Turn the page and keep going.

At 1 minute, say:

Stop.

Follow the directions on the DRF screen to click on the last word read by the student and score student responses.

*Note. Very occasionally, a student will finish in less than 1 minute. If this occurs, click on the pause icon (■) and select **Student Finished Form** from the pop-up menu. Then, follow the directions on the DRF screen to score student responses.*

Discontinue Rule: If a student incorrectly pronounces 10 consecutive words without self-correcting, discontinue administration of this form. Click on the pause icon (■) and select **Discontinue Form** from the pop-up menu. The student's score will reflect only the words read correctly before the discontinue rule was met.

Scoring Rules

Students receive 1 point for each correctly read word.

Words are scored as *incorrect* if:

- A word is skipped.
- Any sound in a word is mispronounced.
- The student self-corrects after 3 seconds have elapsed.
- No attempt is made within 3 seconds.

Do not penalize for:

- Self-corrections made within 3 seconds.
- Regional dialects.
- Articulation problems.

The maximum total score for Word Reading Fluency is 99 points.

Oral Reading Fluency

Overview

Level Grade 1 (Fall, Winter, Spring)

Use Benchmarking and progress monitoring

Oral Reading Fluency measures how quickly and accurately a student can read fictional texts aloud. During the assessment, a student sees a one-page story and reads as much of the story as possible within 1 minute. Each story begins with mostly decodable words, then progresses to Grade 1-level text. Students read two stories during each benchmark testing season or one story during each progress monitoring session. Figure 10 shows a sample student test page.

Oral Reading Fluency is a timed measure. Scores from this measure indicate the number of words read correctly per minute, which describes a student's level of automaticity when reading aloud. During benchmarking, students read two stories and scores indicate the average words read correctly per minute across both stories. Additionally, examiners may record the specific types of reading errors (miscues) students make (see Table 3). Furthermore, examiners may use qualitative observations to add a broader context to student scores (see "Appendix B").

Figure 10 Oral Reading Fluency Student Test Page

Bob is a big dog. He is a big lab mix. He plays tag with the cat. In the hot sun, he digs pits to sit in the mud. If I rub his hip, his leg jumps up and down.

The dog had bones. He hid his bones in the yard. He hid them in the pits he dug in the mud.

The dog was always happy. He was never without a bone. The dog's teeth were very sharp and white, but he never bit anyone. He only chewed on bones.

One day the dog was sleeping. A rat came into his yard.

"I will take this dog's bones," said the rat. "He is sleeping. He will never know that I have taken them."

Materials Needed

For the student, you will need:

- A printout of the appropriate test form.

To record student responses, you will also need:

- The corresponding aimswebPlus DRF on a computer that is connected to the internet.
- Access to a microphone on the computer or an external recording device. *Note. This is an optional feature. If you wish to audio record during the test session, you must provide permissions on your device that has a microphone.*

Administration Directions

What You Need to Know

Before you begin:

- Be sure the testing area is reasonably quiet and free from distractions.
- Double check that you are using the appropriate form for a given student's testing session (i.e., stimulus booklet for benchmarking or progress monitoring purposes).

During testing, please keep in mind:

- If the student pauses at a word (i.e., the student is silent and not subvocalizing), wait about 3–5 seconds, then say the word aloud and mark it incorrect. You may give this corrective feedback as often as needed. *No other feedback is permitted.*
- If the student is trying to sound out a word or is subvocalizing, wait 10 seconds before saying the word aloud and marking it incorrect. The timer counting down the remaining time can be used for reference.
- If a student skips a line, do not redirect or give any corrective feedback.
- If a student self-corrects an incorrectly pronounced word within 3 seconds, record the response as correct (remove the miscue).
- Your computer's microphone will record the student's voice as they read. These recordings will be available for playback and download on the aimswebPlus platform.
- The DRF will allow you to mark misread words and, if desired, classify the specific types of mistakes (miscues).
- Miscues marked on the DRF can be double checked using the audio recording before the system calculates the student's score.

Administration Steps

Step 1: Present the Student Page

Place the student test page in front of the student. Then, say:

When I say *Begin*, start reading aloud at the top of this page. Read across the page (demonstrate by moving finger across the page). **Try to read each word. Be sure you do your best reading. Are you ready? (pause) *Begin*.**

Step 2: Start the Assessment

Click the **Start Assessment** button on the DRF when the student says or begins to sound out the first word. This will also begin the audio recording of the student's response. A circle record indicator will appear on the screen showing that the system is recording as well as the time elapsed throughout the test.



Step 3: Track Mistakes or Miscues

As the student reads, follow along in the DRF to track any mistakes or miscues.

- Mark all words the student reads incorrectly by clicking on the word in the DRF. This marks the word in red orange font and presents options to specify the type of miscue the student made (see "Guide to Miscues" below).
- If a student inserts a word that is not part of the story's text, click the insertion caret (^) between the words in the text where the insertion occurred.
- If a student skips a line, click the Skip icon (S) to indicate the line was skipped.



Step 4: End Administration for a Form

At 1 minute, say:

Stop.

Then, follow the directions on the DRF screen to click on the last word read by the student and score the student's responses or move on to the second story for benchmark testing.

If a student completes reading the story in less than 1 minute, click the **Student Finished Form** button at the moment they finish reading the last word of the story. If you need to end administration of a form early for other reasons, such as administration error or an interruption during testing, refer to the section "Ending a Session Earlier Than 1 Minute" later in this guide.

Discontinue Rule: During benchmark testing, do not administer the second story if a student reads 10 or fewer words on the first story. The system will automatically read the DRF and calculate if a student has read fewer than 10 words correctly from the first story. When you click **Next** to advance to the second story, a warning window will pop up prompting you to *not administer the second story and close out the test. The student's responses will be scored based only on the words read correctly during the first story.*

Step 5: Administering the Second Story (Benchmark Screening Only)

To administer the second ORF story, have the student turn to the second story page and say:

Let's try another one. Be sure to do your best reading. Are you Ready? (Pause) Begin.

Follow the same instructions described above to monitor and record miscues as the student reads the second story.

After the student has completed the second story, a large blue button that says **Score** will show up on the screen. Once you have marked all miscues on the DRF, click **Score** to finish the testing session and submit the DRF for scoring in aimswebPlus.

Guide to Miscues

While marking specific miscues is not a necessary step for obtaining an accurate score, test administrators may choose to record the specific miscues a student makes according to the scoring guides presented in Table 3. These miscues can provide helpful information for identifying specific reading issues and designing targeted plans for instruction and remediation.

Table 3 Miscue Examples for the Sample Sentence, “Bob is a big dog. He is a big lab mix.”






Miscue	Description	Student response example	Marking miscue
Omission (OMI)	Student skips a word.	Bob is a big. He is a big lab mix.	Click the omitted word and select OMI.
Teacher-Provided (TP)	Student cannot read a word in the acceptable period of time. The test administrator provides the word and prompts student to move on.	Bob is a big ...(3- to 5-second pause, teacher provides the word “dog”)... He is a big lab mix.	Click the unknown word (provide it to the student) and select TP.
Substitution (SUB)	Student mispronounces a word or replaces one word with another.	Bob is a big puppy. He is a big lab mix.	Click the wrong word and select SUB.
Reversal (REV)	Student reverses two words.	Bob is a dog big. He is a big lab mix.	Click one of the reversed words and select REV.
Self-Correction (SC)	Student reads a word in error and self-corrects after three seconds.	Bob is a big dig. He is a big lab mix...(after 3 seconds the student corrects the word dog). Oops, dog, not dig.	Click the misread word. When a student corrects the word (after 3 seconds), mark the miscue as SC.
Insertion (INS)	Student adds a word or words between words on the form. (This miscue does not count as an error).	Bob is a great big dog. He is a big lab mix.	Click the insertion caret between the words on the form.

Note. Insertions can be marked on the student’s DRF but will not count against their score. Additionally, errors with self-corrections within 3 seconds should be unmarked by using the trash can.

Ending a Session Earlier Than 1 Minute

There are some instances when you may choose to end a session before one minute has elapsed. Table 4 lists the navigation buttons available and their uses.

Table 4 Purpose of ORF Navigation Buttons

Test navigation button	Purpose
 Student Finished Form	If the student finishes reading the story in less than 1 minute.
 Start Over	If a test needs to be started again immediately.
 Discard Form	If the test needs to be discarded and administered at a later time.
 Pause Timer/Recording	To pause the test for a short period of time before testing can be resumed.
 Discontinue Form	Only used in rare instances where the administrator is confident that a student will meet the discontinue rule, and decides it is in the student’s best interest to discontinue the assessment before the time has elapsed.

Clicking the **Start Over** button will open a pop-up window, asking you to confirm whether you want to start the test over. Once you click **OK**, the assessment will immediately start over. Any responses marked on the DRF will be cleared and the timer will restart.

Clicking the **Discard Form** button will open a pop-up window, asking you to confirm whether you want to discard the administration of this form. Once you click **OK**, the DRF window will close. All responses on the DRF will be cleared and the student's score will not be recorded.

Clicking the **Discontinue Form** button will end the test, and the student's responses will be scored based only on the words read correctly up to the time when the test was discontinued.

Scoring Rules

Students receive 1 point for each correctly read word.

Words are scored as *incorrect* if:

- A word is skipped (omission).
- Any sound in a word is mispronounced (substitution).
- A different word is substituted (substitution).
- A word is not read in its proper sequence (reversal).
- An abbreviation is read rather than the full word it represents (substitution).
- The student self-corrects after 3 seconds have elapsed.
- No response is made within 3–5 seconds.

Do not penalize for:

- Self-corrections made within 3 seconds.
- Repeated words.
- Inserted words.
- Regional dialects.
- Articulation problems.

The maximum total score for Oral Reading Fluency varies, depending on the grade and form.

Appendix A

Common Sounds Pronunciation Guide

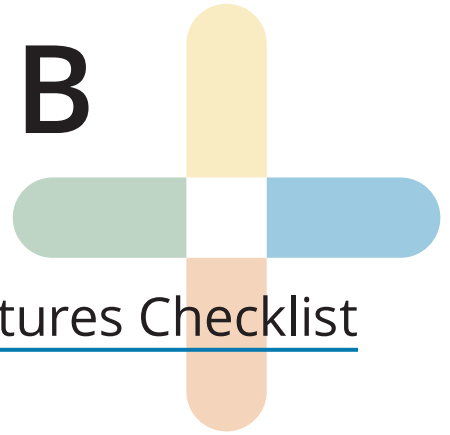
Students must make the most common sound of the letter in the table below when responding to relevant aimswebPlus test questions (see Table A1). If a student says a less common sound, mark it as an error. Single vowels in consonant-vowel-consonant (CVC) words, such as those in Letter Word Sounds Fluency, are short-vowel sounds. Therefore, long-vowel sounds should be marked as errors.

Do not penalize a student for imperfect pronunciation due to articulation problems or dialect differences. Use your professional judgment, any prior knowledge you have regarding the student's speech patterns, and the student's responses to determine correct and incorrect responses

Table A1 Common Sounds Pronunciation Guide

Letter	Example	Letter	Example
a	bat	K	kit
e	bet	L	lot
i	bit	M	man
o	top	N	not
u	hut	P	pan
b	bat	R	ran (initial position only)
c	/k/ as in bic	S	sat
d	dad	T	top
f	fan	V	van
g	pig (final position only)	W	wet (initial position only)
h	hat (initial position only)	Y	yak (initial position only)
j	jet	Z	zipper

Appendix B



Qualitative Features Checklist

Student Name: _____

Examiner: _____

Date: _____

After you have listened to the student read connected text, indicate the percentage of time you observed these important features of successful reading. (*Note* that you may not observe all these features during each observation.)

_____ Reads fluently or efficiently.

_____ Reads very accurately (>95%).

_____ Has an effective strategy for unknown words.

_____ Reading errors preserve rather than distort meaning.

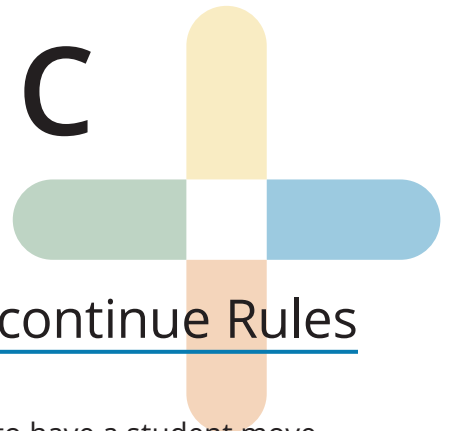
_____ Reads with expression (attention to prosodic features).

_____ Self-corrects errors (comprehension self-monitoring).

_____ Adjusts pace when complexity or “considerateness” of text changes.

Additional comments:

Appendix C



Timing Guidelines and Discontinue Rules

Table C1 provides a summary of the item timing guidelines (i.e., when to have a student move on to the next item) and measure discontinue rules.

Table C1 Item Timing Guidelines and Measure Discontinue Rules

Measure	When to move on*	When to discontinue
Print Concepts (PC)	~3–5 seconds	Not applicable. Student attempts all 9 items.
Letter Naming Fluency (LNF)	~3–5 seconds	Student incorrectly names 10 consecutive letters, without self-correcting.
Initial Sounds (IS)	~3–5 seconds	Not applicable. Student attempts all 12 items.
Auditory Vocabulary (AV)	~10 seconds	Student incorrectly identifies the first 5 vocabulary words.
Letter Word Sounds Fluency (LWSF)	~3–5 seconds ~10 seconds if student is sounding out or subvocalizing	Student incorrectly produces sounds for 10 consecutive letters, without self-correcting.
Phoneme Segmentation (PS)	~3–5 seconds	Student produces zero correct segment sounds for 5 consecutive words.
Nonsense Word Fluency (NWF)	~3–5 seconds ~10 seconds if student is sounding out or subvocalizing	Student produces zero correct letter sounds in the first 5 nonsense words, without self-correcting.
Word Reading Fluency (WRF)	~3–5 seconds ~10 seconds if student is sounding out or subvocalizing	Student incorrectly pronounces 10 consecutive words, without self-correcting.
Oral Reading Fluency (ORF)	~3–5 seconds ~10 seconds if student is sounding out or subvocalizing	Student pronounces 10 or fewer words correctly. Do not administer second story (during benchmark testing).

*Note. The times listed are general guidelines. As noted in the Test Accommodations section of this guide, examiners are given flexibility in determining when to have a student move on to the next item during the timed fluency measures and are encouraged to use their professional judgment on a case-by-case basis.