



ADMINISTRATION AND SCORING GUIDE

Reading

Grades 2–8



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Reading Measures



Level	Grades 2 through 8
Administration	Group and individual Online or paper presentation depending on measure
Duration	Screening: 20 to 40 minutes, depending on grade and season Progress monitoring: 2 to 7 minutes
Responses	Recorded via computer, during online testing or using a digital record form (DRF)
Scores	Automatically calculated when responses are submitted via online testing or DRF

Introduction

The aimswebPlus® reading assessment system for Grades 2 through 8 is a set of brief standardized measures. 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, some of the measures can also be used for the frequent progress monitoring of students identified as at risk. For each of these measures, there are up to 23 different test forms provided for screening and progress monitoring (number of forms varies by measure).

The aimswebPlus measures for students in Grades 2 through 8 are Reading Comprehension (RC), Oral Reading Fluency (ORF), Silent Reading Fluency (SRF), and Vocabulary (VO). 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
Reading Comprehension–Fixed Form (RC–FF)	Read six passages of text and answer multiple-choice questions about each passage.	Number of items correctly answered	~15–25 minutes
Reading Comprehension–Computer Adaptive (RC–CAT)	Reading four passages of text and answer multiple-choice and technology enhanced questions about each passage.	Student ability score based on accuracy and item difficulty	~15–25 minutes
(ORF) Oral Reading Fluency*	Read two stories aloud, each for 1 minute.	Average number of words read correctly	2 minutes
Silent Reading Fluency (SRF)	Read three stories divided into brief sections and answer multiple-choice questions about each story.	Median reading rate of three stories	~4–6 minutes
Vocabulary (VO)	Identify the meanings of target words by selecting from multiple-choice options.	Number of items correctly answered	~4–7 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.

Testing time is brief—approximately 25–45 minutes for screening all measures, depending on grade and season. In most cases, all assigned measures should be administered to a student in a single testing session. It is important to note that RC is a measure where students are allowed to complete all items at their own pace; therefore, it is best to plan for the possibility that some students may need more time. For progress monitoring, testing time is even briefer: approximately 2–7 minutes, depending on which measure(s) are being monitored for a given student.

Three equivalent forms of these reading measures are available for universal screening. One unique form is used for each universal screening period (Fall, Winter, and Spring). The Reading Comprehension measure is available in two testing formats: a computer-adaptive test (RC-CAT) or a fixed form (RC-FF). Table 2 provides an overview of the measures given during each screening season, as well as the measures available for progress monitoring.

Table 2 Measures by Grade, Season, and Progress Monitoring Availability

Measure	Grade	Fall	Winter	Spring	PM
Reading Comprehension (RC-FF & RC-CAT)	2–8	✓	✓	✓	
Oral Reading Fluency (ORF)	2–8	✓	✓	✓	✓
Silent Reading Fluency (SRF)	4–8	✓	✓	✓	✓
Vocabulary (VO)	2–8	✓	✓	✓	

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 aimswebPlus Reading measures.

In the following sections, testing conditions and aimswebPlus reading test materials are discussed. Next, test accommodations are reviewed and an overview of each reading measure is presented. Finally, the spoken directions to conduct online test sessions (“Appendix A”) and a checklist of qualitative features (“Appendix B”) are provided.

Testing Conditions

To ensure the most accurate results, online testing should be conducted in a computer lab that is quiet and free from distractions. For individual administration of ORF, 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 schedule testing when students are rested and able to pay attention so that they can give their best effort. For ORF, younger students are often 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), the student(s) can retake the test forms in question. It is suggested that you wait a few days before students retake any test forms to minimize the potential for practice effects. It is suggested that the test be discontinued prior to time elapsing. This way a test can simply be readministered without needing to delete the score first.

Test Materials

Two formats for test administration are utilized for the reading measures: online administration through TestNav and individual administration. The following sections describe the test materials needed for each administration approach.

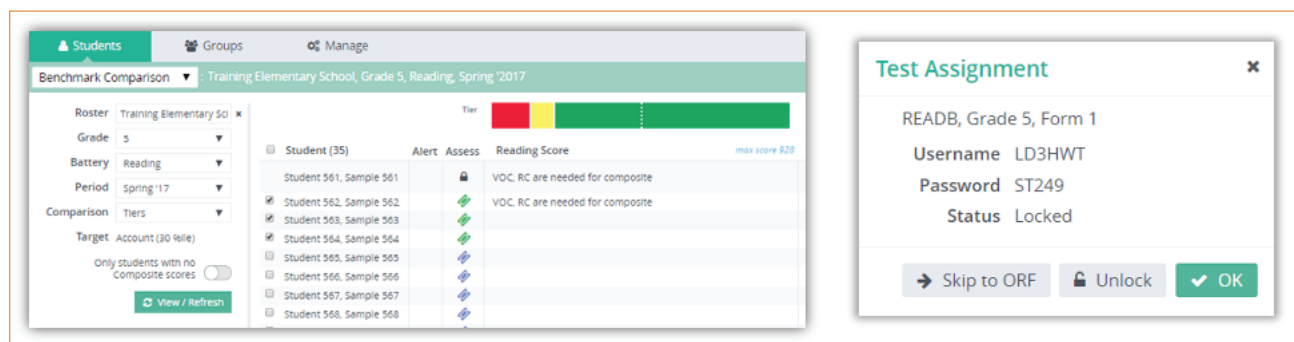
Online Administration Through TestNav

For most of the aimswebPlus Reading measures—RC, SRF, and VO—the only test materials needed are the computer stations at which students complete test forms. That is, all test directions and content are presented to the students via online administration of the aimswebPlus measures through TestNav.

When conducting group testing sessions, each student will need their own computer station with a mouse and headphones. Each computer's hardware and software must meet TestNav 8's minimum system requirements so that students can properly view and interact with the test content. Please visit TestNav 8's online support website at <https://support.assessment.pearson.com/display/TN/> to view the most current system requirements and have other TestNav-related questions answered. After ensuring all computers meet minimum system requirements and prior to aimswebPlus testing, make sure each computer is working properly and that all test functionality is visible and accessible to students. System requirements may be different for browser-based forms than for tests administered through the app. TestNav 8's online support website will offer further guidance on these differences.

Test administrators will need to unlock test assignments in aimswebPlus prior to testing. Tests are unlocked on the Benchmark Comparison screen by clicking on the blue ticket next to the student's name as depicted in Figure 1 and then clicking **Unlock** in the Test Assignment window that pops up. Once a test is unlocked, the blue ticket will turn green and test assignment will show up under Available Tests when the student logs into TestNav. This feature of locking and unlocking assessments is designed to give administrators full control over what assessment a student can complete and when.

Figure 1 Benchmark Comparison Screen and Test Assignment Pop-up



Clicking on the green ticket will open the Test Assignment window again, which provides the username and password that the student will enter at the TestNav login screen. Test Assignments (tickets) are created once students are imported or added to the account. If you do not use single sign-on for students, you will need to print test tickets for your students. This is done from the Test Assignment List screen, which is depicted in Figure 2.

Figure 2 Test Assignment List

Student	Grade	Type	Period	Test	Form	Username	Password	Ticket
Student 361, Sample 361	5	Benchmark	Spring 17	Math	3	UKSCG2	SAMPLE361	[Green Ticket]
Student 361, Sample 361	5	Benchmark	Spring 17	Reading	3	UKSCG2	SAMPLE361	[Green Ticket]
Student 362, Sample 362	5	Benchmark	Spring 17	Math	3	NRQVWF	SAMPLE362	[Green Ticket]
Student 362, Sample 362	5	Benchmark	Spring 17	Reading	3	NRQVWF	SAMPLE362	[Green Ticket]
Student 363, Sample 363	5	Benchmark	Spring 17	Math	3	NRQVWF	SAMPLE363	[Green Ticket]
Student 363, Sample 363	5	Benchmark	Spring 17	Reading	3	NRQVWF	SAMPLE363	[Green Ticket]
Student 364, Sample 364	5	Benchmark	Spring 17	Math	3	GDW995	SAMPLE364	[Green Ticket]
Student 364, Sample 364	5	Benchmark	Spring 17	Reading	3	GDW995	SAMPLE364	[Green Ticket]
Student 365, Sample 365	5	Benchmark	Spring 17	Math	3	ZB0322	SAMPLE365	[Green Ticket]
Student 365, Sample 365	5	Benchmark	Spring 17	Reading	3	ZB0322	SAMPLE365	[Green Ticket]
Student 366, Sample 366	5	Benchmark	Spring 17	Math	3	NRQVWF	SAMPLE366	[Green Ticket]
Student 366, Sample 366	5	Benchmark	Spring 17	Reading	3	NRQVWF	SAMPLE366	[Green Ticket]
Student 367, Sample 367	5	Benchmark	Spring 17	Math	3	BD20LV	SAMPLE367	[Green Ticket]
Student 367, Sample 367	5	Benchmark	Spring 17	Reading	3	BD20LV	SAMPLE367	[Green Ticket]
Student 368, Sample 368	5	Benchmark	Spring 17	Math	3	WQZJNS	SAMPLE368	[Green Ticket]
Student 368, Sample 368	5	Benchmark	Spring 17	Reading	3	WQZJNS	SAMPLE368	[Green Ticket]

Once the student logs in to TestNav, they will see the Available Tests screen, which is depicted in Figure 3. The unlocked tests will have a blue Start button. The student can click on the blue **Start** button next to the test or battery that you are working on. Tests that have been assigned to the student but are not unlocked will be grayed out.

Figure 3 TestNav Available Tests Screen

Test Name	Action
aimswebPlus Grade 5 SRF 04	Resume >>
aimswebPlus Math Grade 5 Fall	Start >>
aimswebPlus Math Grade 5 Spring	Start >>
aimswebPlus Math Grade 5 Winter	Start >>
aimswebPlus Reading Grade 5 Fall	Start >>
aimswebPlus Reading Grade 5 Spring	Start >>
aimswebPlus Reading Grade 5 Winter	Start >>

On occasion, a student or group of students may exit a test or battery before it is complete. In this case, it will be necessary to resume or restart tests within aimswebPlus. This is done by going back to the Benchmark Comparison screen and selecting the lock icon to resume or start over the tests for each affected student.

With online administration, examiners present and then proctor test sessions, ensuring that students are on task and that any student questions are answered. While examiners themselves do not present the test items to students, they must familiarize themselves with the administration and scoring procedures detailed in this guide and understand each measure's content and purpose prior to administering the online reading measures to students.

Individual Administration

For administering Oral Reading Fluency (ORF), student test materials are required in the form of stimulus booklets. Containing the stories for students to read, these stimulus booklets 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.*

Student's ORF performance is recorded on a digital record form (DRF) using a computer. The DRF includes an instructions dropdown that provides the words to say when beginning the assessment. Figure 4 shows an example of a DRF screen for ORF. 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 4 Oral Reading Fluency DRF Screen

Throughout each testing session, the aimswebPlus DRF guides examiners through the administration of Oral Reading Fluency. When administration is complete, examiners are able to review the DRF and make any changes needed before submitting the responses (e.g., due to self-corrections). The ORF score is then automatically generated when the student's responses are submitted to aimswebPlus via the DRF. Benchmarking will include two forms, whereas Progress Monitoring will only include one form.

Examiners must familiarize themselves with the administration, scoring, and recording 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 Oral Reading Fluency to students. It is very important to administer this 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 Reading 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., Oral Reading Fluency) and whether it is being used for screening or progress monitoring. Hints and corrective feedback are **never** permitted for test items.

For RC, SRF, and VO, aimswebPlus uses TestNav, a test delivery platform that offers a menu of special tools and features to accommodate students with disabilities. The following TestNav accommodation tools are available for the online reading measures:

- Contrast settings: Allows students to select alternate color combinations for text and background.
- Magnifier: Allows students to magnify item content, while preserving clarity, contrast, and color.
- Answer Masking: Allows students to cover (mask) one or more answers.
- Show/Hide Line Reader: Allows students to hide all but a selected portion of the screen.

ORF is an individually administered, timed measure that employs strict time limits designed to keep testing brief and to generate rate-based scores (i.e., correctly read words per minute). Valid interpretation of national norms, which are an essential aspect of decision-making, depends on adherence to the standard administration procedures.

The following accommodations are allowed for Oral Reading Fluency:

- 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, their response rate will be slowed and comparison to the national norms would not be appropriate.

Reading Comprehension

Overview

Level Grades 2 through 8 (Fall, Winter, Spring)

Use Benchmarking

aimswebPlus Reading Comprehension measures a student's ability to read grade-appropriate informational and literary texts and demonstrate accurate understanding in multiple components of reading comprehension. Specifically, the measure uses a variety of questions aligned to key English Language Arts standards to measure reading comprehension skills including finding facts and details, summarizing the gist of text, inferring the meaning of words in context, and analyzing text to draw inferences about its deeper meaning and structure. By assessing each of these component skills in the evaluation of overall RC ability, this measure is intended to provide a deeper understanding of students' reading profiles and inform follow-up diagnostic assessment and intervention.

Fixed Forms & Computer-Adaptive Forms

Reading Comprehension is available in two testing forms: fixed form (RC-FF) and computer adaptive (RC-CAT). RC-FF presents the same ordered list of passages and items to all students in the same grade, with unique and equivalent test forms for each benchmark season. RC-CAT presents a unique sequence of passages and items to each student adapted to their individual ability levels while still assessing the same blueprint of reading skills across all students in the same grade. This means that despite differences between how items are delivered (fixed form vs computer adaptive), both tests have the same purpose for benchmark screening. Specifically, they are designed to provide information about a student's proficiency with content and skills important for their grade level, while supporting the identification of students at risk for not meeting end of year learning goals.

Both forms of RC are designed to be untimed measures with a test length of around 24 questions (second and third grade CAT forms have 22 items). RC-FF tests are structured around six passages: three literary (i.e., fictional stories) and three informational (i.e., nonfictional text). Students demonstrate their comprehension of these texts by answering four multiple-choice questions about each. RC-CAT tests are structured around four passages: two literary and two informational. The first two passages are relatively shorter and students answer four questions about each; the last two passages are relatively longer and students answer eight questions about each (second and third graders answer seven questions about long-form passages).

Item Response Styles

Students taking RC-FF answer only multiple-choice questions with four response options. Students taking RC-CAT answer multiple choice questions (majority of questions) as well as technology enhanced items that assess specific reading skills in ways multiple-choice questions cannot. Figure 5 shows a sample student test page with a technology-enhanced item, where the student can answer by clicking on an interactive copy of a paragraph from the text.

Figure 5 Reading Comprehension Student Test Page

A Robotic Fish Could Help Mangroves Grow

by Bethany Brookshire

1 Mangrove forests are important ecosystems. Their tangled roots hold land in place, preventing the sea from washing it away. Those roots also shelter young fish and other animals as they grow. But the mangrove forests of Thailand have come under threat. People have cut many of them down to build fish farms and expand cities. Some efforts to regrow mangrove forests have been successful; others, not so much. Naphat Cheenchamrat, 18, and Pattharaphol Chainiwattana, 16, wanted to figure out why. For mangroves, mud matters. And to find out if mud is thick enough to plant new mangroves, the pair have just what everyone needs: a fish robot.

2 Naphat is a senior and Pattharaphol a junior at Bangkok Christian College in Thailand. The two brought their muddy results here, to the Intel

Which sentence **best** states the main idea of paragraph 4? Select the correct answer.

Mudskippers are fish.

But they stick to the fishy lifestyle only part of the time.

These creatures move back and forth between land and water.

They live in mud burrows and breathe air through their skin.

They hop along the mud, their stiff front fins making a rowing motion.

They can even jump and climb on the exposed roots in the mangrove forests they call home.

Materials Needed

Each student will need their own computer station that meets minimum system requirements to properly view and interact with the test content. (Please visit TestNav 8's online support website at <https://support.assessment.pearson.com/display/TN/> to view the most current system requirements and have other TestNav-related questions answered.) In addition, each student's computer station needs a mouse and headphones, with the volume set to a reasonable level.

Administration Directions

Reading Comprehension is administered online, with all administration directions necessary for students to complete the test included. Before you begin, be sure the testing area is reasonably quiet and free from distractions. Please see "Appendix A" for the spoken directions used by examiners to introduce online testing sessions to groups of students.

Scoring Rules

Fixed Form Scoring

Students receive 1 point for each correctly answered item. The maximum score for RC-FF is 24 points.

CAT Form Scoring

Students receive a student ability score after completing RC-CAT. The student ability score is a calculated value based on the difficulty of each item and if the item was answered correctly. The difficulty of items is on a scale ranging from the most fundamental and easy reading content on each grade to the most advanced and difficult content, so the student ability score represents the point on this scale where a student is 50% likely to answer an item correctly. For example, a student who answered only some easier items correctly will receive a lower student ability score than a student who answered all easy items correctly and answered some advanced

items correctly too. Therefore, a low student ability score indicates that the student is beginning to show proficiency in fundamental (lower difficulty) reading comprehension skills at the tested grade level. A high student ability score indicates that the student has demonstrated proficiency with fundamental skills and is beginning to show proficiency with advanced (higher difficulty) reading comprehension skills.

Common Vertical Scale for Fixed Form and CAT

During the development of RC-CAT, scoring was anchored onto the same vertical scale established by the RC-FF measure. Therefore, students who take the RC-FF or RC-CAT versions of the test will both receive scores from the same vertical scale (also referred to as a growth scale). Vertical scaled scores are standardized scores that support comparisons of the same student's test scores across benchmark screening seasons and/or school years.

Evaluating Specific Reading Comprehension Skills

The aimswebPlus Reading Skills Plan report provides information about how a student performed on the test specific to different reading comprehension skills and the category of the text (informational or literary). RC-FF and RC-CAT reports break down scores in the same way but use different score values to report how students performed. These differences are consistent with the scoring described above. Scores from RC-FF at the skill level or specific to a certain text type show the percent of items answered correctly out of the total number of items within each skill category or text type on the form.

RC-CAT scores at the skill level or specific to a certain text type are presented in a standardized student ability score reflecting the student's ability with grade-level content from 0 (no proficiency) to 100 (perfect performance with advanced content). RC-CAT reports do not use percent correct to compare scores because doing so would not account for how the difficulty of the items will vary between students. For example, a student with high reading comprehension ability who received more difficult items and a student with low reading comprehension ability who received more easy items could both end up with the same percent correct scores despite displaying drastically different abilities.

Reading Skills Plan reports from both forms present information about the student's reading comprehension abilities detailing where students are above, at, or below average relative to their peers. It is important to note that both forms of RC are designed to be screening measures with only 22–24 items per form. This means that each form may only include a few items assessing a specific skill, and therefore caution should be taken to not overinterpret skill-level scores.

Finally, it is important to keep in mind that the 2022–23 school year is the first opportunity where the RC-CAT is an available option for schools. Performance levels describing domain-level scores on the Reading Skills Plan report such as *Below Average* (1st–25th percentile), *Average* (26th–75th percentile), or *Above Average* (76th–100th percentile) should only be interpreted as estimates. See the Development Manual for descriptions of how performance level cut scores for domain scores were calculated and how these scores will be updated.

Oral Reading Fluency

Overview

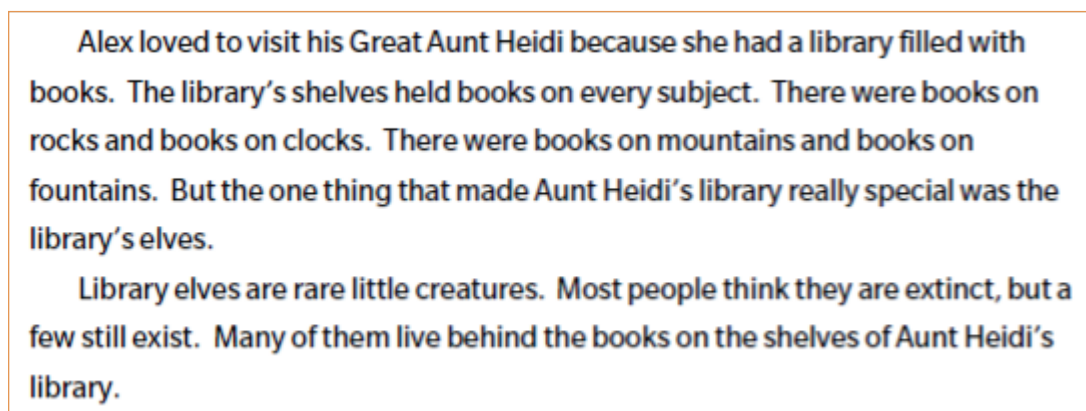
Level Grades 2 through 8 (Fall, Winter, Spring)

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. Students read two stories during each benchmark testing season or one story during each progress monitoring session. Figure 6 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, test administrators may record the specific types of reading errors (miscues) students make (see Table 3). Furthermore, test administrators may use qualitative observations to add a broader context to student scores (see "Appendix B").

Figure 6 Oral Reading 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.
- 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 () 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: (Benchmark Screening Only) Administering the Second Story

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.”



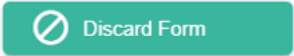


Miscue	Description	Student response example	Marking miscue
Omission (OMI)	Student skips a word.	Bob is a big. He is a big lab mix.	Click the omitted word and select OMI.
Teacher-Provided (TP)	Student cannot read a word in the acceptable period of time. The test administrator provides the word and prompts 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.

Silent Reading Fluency

Overview

Level Grades 4 through 8 (Fall, Winter, Spring)

Use Benchmarking and progress monitoring

Silent Reading Fluency measures a student's ability to quickly read and answer questions about grade-appropriate story segments. Each form contains three stories broken into four segment/question pairs. This measure helps to inform instruction and provide further understanding of a student's reading ability.

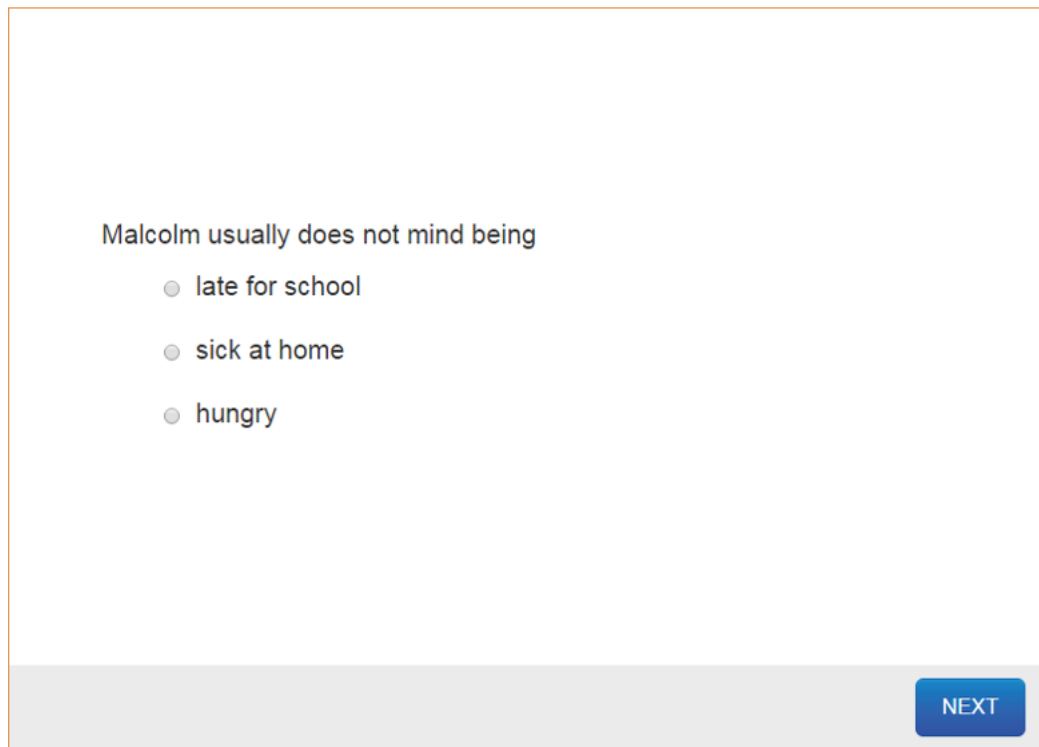
The student reads 4 short story segments and answers a multiple-choice question about each segment. After an answer is selected, the student receives immediate feedback (correct or incorrect) before moving on to the next segment and question. This is an untimed measure; however, the time students spend on each screen is captured to determine reading rates for each story. Figures 7 (story segment) and 8 (question) show sample online student test pages. The examiner should carefully monitor student behavior to prevent invalid scores.

Figure 7 Silent Reading Fluency Student Test Page, Story Segment

Usually Malcolm did not mind being home sick for a day. He didn't have to go to school or do his daily chores. Instead, he got to read comic books and watch movies. He also got to eat his favorite foods.

NEXT

Figure 8 Silent Reading Fluency Student Test Page, Question



Malcolm usually does not mind being

- ☐ late for school
- ☐ sick at home
- ☐ hungry

NEXT

Materials Needed

Each student will need their own computer station that meets minimum system requirements to properly view and interact with the test content. (Please visit TestNav 8's online support website at <https://support.assessment.pearson.com/display/TN/> to view the most current system requirements and have other TestNav-related questions answered.) In addition, each student's computer station needs a mouse and headphones, with the volume set to a reasonable level.

Administration Directions

Silent Reading Fluency is administered online, with all administration directions necessary for students to complete the test included. After 60 seconds of inactivity, the SRF reading prompt will automatically advance to the question. For the questions TestNav will advance to the next prompt after 1 minute 30 seconds. Before you begin, be sure the testing area is reasonably quiet and free from distractions. Please see "Appendix A" for the spoken directions used by examiners to introduce online testing sessions to groups of students.

Scoring Rules

Students must demonstrate sufficient comprehension on 2 of the 3 SRF stories to receive a valid SRF score. Sufficient comprehension for a story is defined as answering at least 3 of the 4 questions correctly after each story segment. If sufficient comprehension is demonstrated the median reading rate of the three story segments is reported as the raw score.

Vocabulary

Overview

Level Grades 2 through 8 (Fall, Winter, Spring)

Use Benchmarking

Vocabulary measures the range of a student's knowledge of grade-appropriate words. The Vocabulary measure helps to inform instruction and provide further understanding of a student's reading ability.

The student chooses from multiple-choice options the response that best matches the meaning of vocabulary words. Each question has 4 response options. Target words are presented underlined with only enough context to identify each word's part of speech. This is an untimed measure. The student can also have items read out loud during the test using the Text-to-Speech feature. Figure 9 shows a sample online student test page.

Figure 9 Vocabulary Student Test Page

Someone who has courage is

- ☐ brave
- ☐ cheerful
- ☐ handsome
- ☐ honest

At the bottom right of the page are two blue buttons: **BACK** and **NEXT**.

Materials Needed

Each student will need their own computer station that meets minimum system requirements to properly view and interact with the test content. (Please visit TestNav 8's online support website at <https://support.assessment.pearson.com/display/TN/> to view the most current system requirements and have other TestNav-related questions answered.) In addition, each student's computer station needs a mouse and headphones, with the volume set to a reasonable level.

Administration Directions

Vocabulary is administered online, with all administration directions necessary for students to complete the test included. Before you begin, be sure the testing area is reasonably quiet and free from distractions. Please see “Appendix A” for the spoken directions used by examiners to introduce online testing sessions to groups of students.

Scoring Rules

Students receive 1 point for each correct answer. The maximum total score for Vocabulary is 16 points (Grade 2) or 22 points (Grades 3–8).

Appendix A

Conducting Online Test Sessions

General Considerations

For each testing session:

- Follow the script (see “Introducing Test Sessions” below) at the beginning of every benchmark test session.
- Encourage students to take any bathroom or water breaks **before** testing begins.
- Consider using a *Please do not disturb* or a *Testing in progress* sign on the door to limit interruptions and/or other distractions.
- Be an active proctor during the test session. Walk around the room, answering any questions that arise and making sure students are on task. In addition:
 - Do **not** allow students to talk during the test session.
 - Address student questions individually by going to the student with a question (i.e., students should remain in their seats).
 - Do **not** answer any questions about the test items themselves. Encourage the students to answer the test items based on what they think each item is asking and to the best of their abilities.
- During the test session, students should complete each assessment at their own pace. Assessments are administered separately. Monitor students and assist when necessary to be sure students complete the assessments assigned to them.

Introducing Test Sessions

When students are at their computer stations and ready to begin, say:

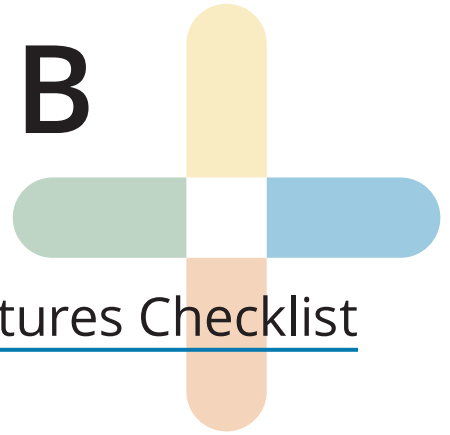
Today you’ll be taking a reading test on the computer. You’ll need to wear your headphones to hear the test directions. When there are words that can be read to you, you’ll see a play button on the right side of the screen. Just click on the play button if you want to hear the words.

There are several parts to today’s reading test—make sure to keep working until the test is complete. Follow all the test directions, answer every question, and do your own work.

If you have any questions during the test, please stay seated and raise your hand—I will come over to you. Remember: Do your best! Put on your headphones now and we’ll begin.

Have the students begin their test session. While students are testing, walk around the room to make sure students are progressing through the test and answer any questions that arise.

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: