aimsweb PLUS

ADMINISTRATION AND SCORING GUIDE

Wisconsin Act 20

Grades 4K – 3

Braille Administrations

P Pearson

Table of Contents

Early Literacy Measures

Level	4K, 5K, and Grades 1-3
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 4K through Grade 3.

The Early Literacy measures for Wisconsin's Act 20 that are accessible for blind and visually impaired students are Letter Naming Fluency (LNF), Letter Word Sounds Fluency (LWSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and Vocabulary (VO). Spanish-language tests include Spanish Letter Naming Fluency (SLNF), Spanish Letter Sounds Fluency (SLSF), Spanish Syllable Reading Fluency (SSRF), and Spanish Oral Reading Fluency (SORF). The tasks and administration times for these measures are found in Table 1.

Table 1 Measure Descriptions

Measure	What students do	Admin time
Letter Naming Fluency (LNF)	Say the names of visually presented upper- and lower-case letters for 1 minute.	1 minute
Letter Word Sounds Fluency (LWSF)	Say the sounds of visually presented letters and three-letter words (as letter sounds, syllables, and words) for 1 minute.	1 minute
Nonsense Word Fluency (NWF)	Read aloud from one page of nonsense words for 1 minute.	1 minute
Word Reading Fluency (WRF)	Read aloud from two pages of word lists for 1 minute.	1 minute
Vocabulary (VO)	Choose the multiple-choice response that best matches the meaning of a target word.	~3–15 min
Oral Reading Fluency (ORF)	Read aloud one or two stories, each for 1 minute.	~1-2 minutes
Spanish Letter Naming Fluency (SLNF)	Name as many visually presented Spanish uppercase and lowercase letters for 1 minute.	1 minute
Spanish Letter Sounds Fluency (SLSF)	Say the sounds (Spanish phonemes) of visually presented letters for 1 minute.	1 minute
Spanish Oral Reading Fluency (SORF)	Read aloud one or two Spanish stories, each for 1 minute.	~1-2 minutes
Spanish Syllable Reading Fluency (SSRF)	Says sounds of visually presented syllables for 1 minute.	1 minute

Letter Naming Fluency

Letter Naming Fluency (LNF) measures a student's ability to name visually presented uppercase and lowercase letters. The student sees rows of letters, and names as many as possible in 1 minute. Table 2 provides a detailed overview of the Letter Naming Fluency test features.

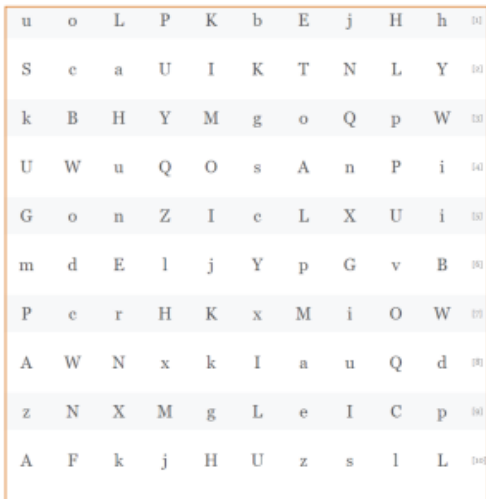**Table 2**   Letter Naming Fluency Details at a Glance

Test Feature	Description
Grade Level	5K – Grade 1
Administration Method	DRF
Benchmark Forms	Fall: 5K, Grade 1 Mid-Year: 5K Spring: 5K
Items per Form	100 items
Administration Time	1 minute (timed)
Response Time Limit	Wait 3-5 seconds for a response.
Discontinue Rule	Student incorrectly names 10 consecutive letters without self-correcting.

Materials

The following materials are required to administer Letter Naming Fluency:

- The DRF on a computer that is connected to the internet (see Figure 1)
- A braille student test form
- Audio recording device (optional)

Figure 1   Letter Naming Fluency DRF Screen

General Directions

These prompts and feedback may be given as often as needed, except when a rule explicitly sets a limit on the number of times a prompt can be given.

- If the student pauses for longer than 3-5 seconds (i.e. is silent and not subvocalizing), say the letter name and mark it incorrect. Then say: **What letter is next?**

- If the student says the letter sound instead of its name, say: **Tell me the letter name.** Then, record the second response. Offer this reminder only once. If the student says a letter sound again, mark the item incorrect and do not give feedback.

- If the student skips a row, say: **Read the row above.**

- If a student self-corrects an incorrectly named letter within 3 seconds, record the response as correct but do not give feedback.

Administration Directions

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

> **Here are some letters. Begin at the first letter at the top of the page and tell me the names of as many letters as you can. Put your finger on the first letter. Ready? Begin.**

When the student says the first letter name, select **Begin** on the DRF. Record student responses by selecting any incorrectly named letter.

Discontinue Rule: If a student incorrectly names 10 consecutive letters without self-correcting, discontinue administration of this measure. Select the Pause icon (■) and select **Discontinue Form**.

If the student finishes in less than 1 minute, select the Pause icon (■) and then select **Student Finished Form**.

At 1 minute, say: **Stop.**

Follow the directions on the DRF screen to click on the last letter named by the student, and then select **Score** to submit the student's responses. If necessary, use the audio recording to review the student's responses before selecting Score to submit the completed form.

Scoring

Students receive 1 point for each letter named correctly within the 1-minute time limit.

General Scoring Principles

The following behaviors are not penalized in scoring:

- self-corrections made within 3 seconds of the error.
- a response of either *i* or *L* for a lowercase *L*.
- regional dialects.
- articulation differences.

Table 3 lists the most common Letter Naming Fluency errors students make along with the corresponding scoring rules.

Table 3 Scoring Rules for Common Letter Naming Fluency Errors

Error type	Scoring rule	Score
Says letter sounds instead of letter names	Mark letter sounds as incorrect.	0 points
Skips letters	Mark skipped letters as incorrect.	0 points
Incorrectly names letters	Mark incorrectly named letters (including reversals, e.g. naming *b* as *d*) as incorrect.	0 points
Self-corrects more than 3 seconds after the error	Marked letter remains incorrect when self-corrections are made more than 3 seconds after the error.	No change to marked error(s).
Silently pauses for over 3 seconds with no attempt made	Mark a letter incorrect when the student is silent and does not initiate an attempt to say it for more than 3 seconds.	0 points

Letter Word Sounds Fluency

Letter Word Sounds Fluency (LWSF) measures a student's ability to say the sounds of individual letters, vowel-consonant (VC) pairs, and consonant-vowel-consonant (CVC) word blends. The student first sees boxes that contain individual letters and makes each letter sound. Next, the student sees boxes that each contain a consonant (e.g. *d*), a VC pair (e.g. *og*), and the CVC word formed (e.g. *dog)*. The student makes as many word parts or word sounds as possible in 1 minute. Table 4 provides a detailed overview of the Letter Word Sounds Fluency test features.

Table 4   Letter Word Sounds Fluency Details at a Glance

Test Feature	Description
Grade Level	4K – Grade 1
Administration Method	DRF
Benchmark Forms	Fall: 5K, Grade 1 Mid-Year: 5K Spring: 4K, 5K
Items per Form	2 practice items 45 letter items 10 word items
Administration Time	1 minute (timed)
Response Time Limit	Wait 3-5 seconds for a response, or 10 seconds if the student is sounding out or subvocalizing.
Discontinue Rule	Student incorrectly produces sounds for 10 consecutive items without self-correcting.

Materials

The following materials are required to administer Letter Word Sounds Fluency:

- The DRF on a computer that is connected to the internet (see Figure 2)
- A braille student test form
- Audio recording device (optional)

Figure 1   Letter Word Sounds Fluency DRF Screen

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

General Directions

These prompts and feedback may be given as often as needed, except when a rule explicitly sets a limit on the number of times a prompt can be given.

- If the student pauses for longer than 3-5 seconds (i.e. is silent and not subvocalizing), say the letter name and mark it incorrect. Then say: **Try the next one.**

- If the student is sounding out a syllable or word, or subvocalizing, wait 10 seconds before saying the answer and marking it incorrect. Then, say: **Try the next one.**

- If the student says the letter name instead of saying its sound, say: **Tell me the sound the letter makes.** Then, record the second response. Offer this reminder only once. If the student says a letter name again, mark the item incorrect and do not give feedback.

- If the student skips the first item(s) in a box, say: **Read the first one in this box.** Offer this reminder only once. If the student skips the first item(s) in a box again, mark any skipped items as incorrect and do not give feedback.

- If the student skips a row, say: **Read the row above.**

- If a student self-corrects an incorrectly named letter within 3 seconds, record the response as correct but do not give feedback.

Administration Directions

Place the practice page in front of the student. Say:

> **Put your finger on the first letter. Tell me what sound this makes.**

Follow the directions on the DRF to teach the task.

Next, place the student test pages in front of the student, in order, so that only the first page is visible. Then, say:

> **Let's do some more. Here are some letters. Begin at the first letter at the top of the page and go across. Keep going until I tell you to stop. Put your finger on the first letter. Ready? Begin.**

When the student makes the first letter sound, select **Begin** on the DRF. Record student responses by selecting any incorrectly sounded letters or words.

Discontinue Rule: If a student incorrectly produces sounds for 10 consecutive items without self-correcting, discontinue administration of this measure. Select the Pause icon (■) and select **Discontinue Form.**

If the student finishes a test page before the 1-minute time limit, say: **Go to the next page and keep going.**

If the student finishes in less than 1 minute, select the Pause icon (■) and then select **Student Finished Form**

At 1 minute, say: **Stop.**

Follow the directions on the DRF to click on the last letter or word sound made by the student, and then select **Score** to submit the student's responses. If necessary, use the audio recording to review the student's responses before selecting Score to submit the completed form.

Scoring

Students receive 1 point for each correctly made sound or word within the 1-minute time limit.

General Scoring Principles

The student must pronounce the letter sounds as shown in The Common Sounds Pronunciation Guide in Appendix A. Mark less common sounds as errors.

The following behaviors are not penalized in scoring:

- self-corrections made within 3 seconds of the error.
- regional dialects.
- articulation differences.
- adding sounds, including schwa (/uh/), to individual letter sounds.

Table 5 lists the most common Letter Word Sounds Fluency errors students make along with the corresponding scoring rules. Note that a rule may be applied differently if the response is a blend or an isolated letter sound.

Table 5   Scoring Rules for Common Letter Word Sounds Fluency Errors Using the Example Word "Bus"

Error type	Scoring rule	Student says	Score
Says letter names instead of sounds	Mark letters named as incorrect.	**bee…you…ess**	0 of 3 points /b/ /us/ /bus/
Says less common letter sounds	Mark less common letter sounds as incorrect. (See The Common Pronunciation Guide in Appendix A.)	**b…boo…boos**	1 of 3 points /b/ /us/ /bus/
Skips sounds (letters or word parts)	Mark omitted sounds as incorrect.	**bus**	1 of 3 points /b/ /us/ /bus/
		b…bus	2 of 3 points /b/ /us/ /bus/
Segments sounds or word parts instead of blending them	Mark segmented VC sounds or CVC word parts as incorrect	**b…u…s…bus**	2 of 3 points /b/ /us/ /bus/
		b…us…b…u…s	2 of 3 points /b/ /us/ /bus/
Substitutes sounds or words	Mark substituted letter sounds or words as incorrect.	**b…us…bun**	2 of 3 points /b/ /us/ /bus/
		b…us…sub	2 of 3 points /b/ /us/ /bus/
Adds sounds	When the response is a VC or CVC blend, mark added sounds (including schwa) as incorrect.	**b…ust…bust**	1 of 3 points /b/ /us/ /bus/
		b…usuh…bus	2 of 3 points /b/ /us/ /bus/
	Note: When the response is a single letter, added sounds (including schwa or umm) are marked as correct.	**buh…us…bus**	3 of 3 points /b/ /us/ /bus/
		b…umm…us…bus	3 of 3 points /b/ /us/ /bus/
		b…l…us…bus	3 of 3 points /b/ /us/ /bus/
Self-corrects more than 3 seconds after the error	Sound errors stay marked as incorrect when self-corrections are made more than 3 seconds after the error.	[varies]	No change to marked error(s).
Silently pauses for over 3 seconds with no attempt made	Mark a sound incorrect when the student is silent and does not initiate an attempt to make it for more than 3 seconds.	[no response]	0 points

Nonsense Word Fluency

Nonsense Word Fluency (NWF) measures a student's ability to say the individual letter sounds of unfamiliar vowel-consonant (VC) and consonant-vowel-consonant (CVC) nonsense words. The student sees rows of nonsense words and says as many letter sounds (in isolation or blended as words) as possible in 1 minute. Table 6 provides a detailed overview of the Nonsense Word Fluency test features.

Table 6 Nonsense Word Fluency Details at a Glance

Test Feature	Description
Grade Level	5K – Grade 1
Administration Method	DRF
Benchmark Forms	Fall: Grade 1 Mid-Year: 5K – Grade 1 Spring: 5K – Grade 1
Items per Form	1 practice item 75 nonsense word items
Administration Time	1 minute (timed)
Response Time Limit	Wait 3-5 seconds for a response, or 10 seconds if the student is sounding out or subvocalizing.
Discontinue Rule	Student makes 0 correct letter sounds for the first 5 nonsense words.

Materials

The following materials are required to administer Nonsense Word Fluency:

- The DRF on a computer that is connected to the internet (see Figure 3)
- A braille student test form
- Audio recording device (optional)

Figure 3 Nonsense Word Fluency DRF Screen

General Directions

These prompts and feedback may be given as often as needed.

- If the student pauses for longer than 3-5 seconds (i.e., is silent and not subvocalizing), say the nonsense word and mark each letter incorrect. Then say: **Try the next one.**

- If the student is sounding out a word, or subvocalizing, wait 10 seconds before saying the nonsense word and marking each letter incorrect. Then, say: **Try the next one.**

- If the student says the letter name instead of saying its sound, say: **Tell me the sound the letter makes.** Then, record the second response. Offer this reminder only once. If the student says a letter name again, mark the item incorrect and do not give feedback.

- If the student skips a row, say: **Read the row above.**

- If a student self-corrects an incorrectly made sound or incorrectly pronounced nonsense word within 3 seconds, record the response as correct but do not give feedback.

Administration Directions

Place the practice page in front of the student. Say:

> **Put your finger on the first letter. Each letter makes a sound: /b/ /i/ /m/. You can put the sounds together, like this: *bim*.**

Follow the directions on the DRF to teach the task.

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

> **Let's try some more. Put your finger on each letter and say the sound it makes, or put the sounds together. Keep going until I tell you to stop. Ready? Begin.**

When the student makes the first letter sound, select **Begin** on the DRF. Record student responses by selecting any incorrectly sounded letters.

Discontinue Rule: If a student does not make any correct letter sounds in the first 5 nonsense words without self-correcting, discontinue administration of this measure. Select the Pause icon (⬛) and select **Discontinue Form**.

If the student responds to an item with individual letter sounds and then says a blended word that doesn't match those sounds, wait until the administration of this measure is complete, and then ask the student to repeat that item. Score the last response given.

If the student finishes in less than 1 minute, select the Pause icon (⬛) and then select **Student Finished Form**

At 1 minute, say: **Stop**.

Follow the directions on the DRF to click on the last letter sound made by the student, and then select **Score** to submit the student's responses. If necessary, use the audio recording to review the student's responses before selecting **Score** to submit the completed form.

Scoring

Students receive 1 point for each letter sound correctly made in isolation, partially segmented, or as a blended word, within the 1-minute time limit.

General Scoring Principles

The student must pronounce the letter sounds as shown in The Common Sounds Pronunciation Guide in Appendix A. Mark less common sounds as errors.

The following behaviors are not penalized in scoring:

- self-corrections made within 3 seconds of the error.
- regional dialects.
- articulation differences.

Table 7 lists the most common Nonsense Word Fluency errors students make along with the corresponding scoring rules. Note that a rule may be applied differently if the response is a blend or isolated letter sounds.

Table 7 Scoring Rules for Common Nonsense Word Fluency Errors Using the Example Word "Sek"

Error type	Scoring rule	Student says	Score
Says letter names instead of sounds	Mark letters named as incorrect.	**ess…ee…kay**	0 of 3 points /s/ /e/ /k/
Says less common letter sounds	Mark less common letter sounds as incorrect. (See The Common Pronunciation Guide in Appendix A.)	**s…ee…k**	2 of 3 points /s/ /e/ /k/
Skips sounds (letters or nonwords)	Mark omitted sounds as incorrect.	[sek is skipped]	0 of 3 points /s/ /e/ /k/
		s…k	2 of 3 points /s/ /e/ /k/
Says sounds out of order	When the response is a blended word, mark out-of-order sounds as incorrect.	**kes**	1 of 3 points /s/ /e/ /k/
	Note: When the response is disconnected correct letter sounds, out-of-order sounds are marked as correct.	**k…e…s**	3 of 3 points /s/ /e/ /k/
Substitutes sounds or words	Mark substituted letter sounds or words as incorrect. *Note*: A word ending with /s/, can sometimes sound like /z/. Use your best judgement to mark correct any phonetically expected sound.	**z…e…k**	2 of 3 points /s/ /e/ /k/
Adds sounds	When the response is a blended word, mark added sounds (including schwa) as incorrect.	**slek**	2 of 3 points /s/ /e/ /k/
		sek…uh	2 of 3 points /s/ /e/ /k/
	Note: When the response is disconnected correct letter sounds, added sounds (including schwa) are marked as correct.	**s…l…e…k**	3 of 3 points /s/ /e/ /k/
		s…e…k…uh	3 of 3 points /s/ /e/ /k/
Mismatches the individual sounds to the blended word	Immediately score using the last response given.	**s…e…k…sleek**	Initial Score 1 point /s/ /e/ /k/
Self-corrects more than 3 seconds after the error	Sound errors stay marked as incorrect when self-corrections are made more than 3 seconds after the error.	[varies]	No change to marked error(s).
Silently pauses for over 3 seconds with no attempt made	Mark a sound incorrect when the student is silent and does not initiate an attempt to make it for more than 3 seconds.	[no response]	0 points

Word Reading Fluency

Word Reading Fluency (WRF) measures a student's familiarity with regularly and irregularly spelled words commonly used in kindergarten and Grade 1 classroom materials. The student sees three columns of lowercase words and reads as many as possible in 1 minute. Table 8 provides a detailed overview of the Word Reading Fluency test features.

Table 8   Word Reading Fluency Details at a Glance

Test Feature	Description
Grade Level	Grade 1
Administration Method	DRF
Benchmark Forms	Fall: Grade 1 Mid-Year: Grade 1 Spring: Grade 1
Items per Form	99 items
Administration Time	1 minute (timed)
Response Time Limit	Wait 3-5 seconds for a response, or 10 seconds if the student is sounding out or subvocalizing.
Discontinue Rule	Student incorrectly pronounces 10 consecutive words without self-correcting.

Materials

The following materials are required to administer Word Reading Fluency:

- The DRF on a computer that is connected to the internet (see Figure 4)

- A braille student test form

- Audio recording device (optional)

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Figure 4   Word Reading Fluency DRF Screen

General Directions

These prompts and feedback may be given as often as needed.

- If the student pauses for longer than 3-5 seconds (i.e. is silent and not subvocalizing), say the word and mark it incorrect. Then, say: **Try the next one.**

- If the student is sounding out a word, or subvocalizing, wait 10 seconds before saying the word and marking it incorrect. Then, say: **Try the next one.**

- If the student skips a column, say: **Read the column to the left.**

- If a student self-corrects an incorrectly pronounced word within 3 seconds, record the response as correct but do not give feedback.

Administration Directions

Place the test pages in front of the student, in order, so that only the first page is visible. Then, say:

> **When I say begin, start reading these words aloud. Read down the page. Try to read each word. Ready? Begin.**

When the student says the first word, select **Begin** on the DRF. Record student responses by selecting any incorrectly pronounced word.

Discontinue Rule: If a student incorrectly reads 10 consecutive words without self-correcting, discontinue administration of this measure. Select the Pause icon (■) and select **Discontinue Form**.

If the student finishes the first test page before the 1-minute time limit, say: **Go to the next page.**

If the student finishes in less than 1 minute, select the Pause icon (■) and then select **Student Finished Form.**

At 1 minute, say: **Stop**.

Follow the directions on the DRF to click on the last word read by the student, and then select **Score** to submit the student's responses. If necessary, use the audio recording to review the student's responses before selecting **Score** to submit the completed form.

Scoring

Students receive 1 point for each word read correctly within the 1-minute time limit.

General Scoring Principles

The following behaviors are not penalized in scoring:

- self-corrections made within 3 seconds of the error.
- regional dialects.
- articulation differences.

Table 9 lists the most common Word Reading Fluency errors students make along with the corresponding scoring rules.

Table 9   Scoring Rules for Common Word Reading Fluency Errors Using the Example Word "Did"

Error type	Scoring rule	Student says	Score
Skips words	Mark skipped words as incorrect.	[no response]	0 points
Segments the sounds instead of blending them	Mark segmented sounds not pronounced as blended words as incorrect.	**d...i...d**	0 points
Mispronounces sounds	Mark mispronounced sounds as incorrect.	**dig**	0 points
Adds sounds	Mark added sounds (including schwa) as incorrect.	**diduh**	0 points
		digs	0 points
Self-corrects more than 3 seconds after the error	Word errors stay marked as incorrect when self-corrections are made more than 3 seconds after the error.	[varies]	No change to marked error(s).
Silently pauses for over 3 seconds with no attempt made	Mark a word incorrect when the student is silent and does not initiate an attempt to read it for more than 3 seconds.	[no response]	0 points

Oral Reading Fluency

Oral Reading Fluency (ORF) measures a student's ability to read English literary (fictional) texts aloud quickly and accurately. The student sees a one-page story and reads as much of the story as possible in 1 minute. For benchmark testing, the student also sees a second one-page story and reads as much of this story as possible within 1 minute. Table 10 provides a detailed overview of the Oral Reading Fluency test features.

Table 10   Oral Reading Fluency Details at a Glance

Test Feature	Description
Grade Level	Grades 1-3
Administration Method	DRF
Benchmark Forms	Fall: Grades 1-3 Mid-Year: Grades 1-3 Spring Grades 1-3
Items per Form	Two stories per benchmark form
Administration Time	1 minute per story (timed)
Response Time Limit	Wait about 3-5 seconds for a response, or 10 seconds if the student is sounding out or subvocalizing.
Discontinue Rule	For benchmark screening, if the student pronounces 10 or fewer words correctly, do not administer the second story.

Materials

The following materials are required to administer Oral Reading Fluency:

- The DRF on a computer that is connected to the internet (see Figure 5)
- A braille student test form
- Audio recording device (optional to record outside of the aimswebPlus platform)

If you have granted permission, your computer's microphone will record the student's voice as they read. These recordings will be available for playback and download from the DRF screen or by selecting the student's score on the Benchmark Comparison page on the platform.

Figure 5   Oral Reading Fluency DRF Screen

General Directions

These prompts and feedback may be given as often as needed.

- If the student pauses at a word for longer than 3-5 seconds (i.e. is silent and not subvocalizing), say the word aloud and mark it incorrect.
- 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.

If the student skips a line, do not redirect or give corrective feedback. Mark all words in the line as incorrect (i.e. select the **S** to the left of each line).

If the student self-corrects within 3 seconds, score as correct but do not give feedback.

If the student finishes in less than 1 minute, select the **Student Finished Form** button and then follow the directions on the DRF to score student responses.

If you need to end administration early, there are multiple test navigation buttons to use depending on the purpose of ending the test. Table 11 describes the purpose of each DRF button with guidance on when and how to use them.

Table 11 Ending a Session Earlier Than 1 Minute

Test navigation button	Purpose	Guidance for use
Student Finished Form	To record how long it took a student to finish a form when they read the entire story in less than 1 minute.	Use immediately after the last word is read.
Start Over	To clear the DRF and restart the timer counting down from 60 seconds.	Use when an ORF form is started inadvertently, and the student will be ready to begin immediately after selecting this.
Discard Form	To clear the DRF so no score is recorded, and ORF may be administered at a later time.	Use when there is a disruption during administration to avoid invalid scores and allow the student a chance to retake the form from the beginning.
Discontinue Form	To manually apply the discontinue rule before time has elapsed, which will score the form using all words read so far and skip the rest of the form, including the second passage if selected while administering the first passage of a benchmark form.	Use only in rare instances where the examiner is confident the student will meet the discontinue rule criteria and decide it is in the student's best interest to stop before time has elapsed.
Pause Timer/Recording	To pause the clock and audio recording for a very short time before the test can be resumed.	Use only for very brief interruptions (less than a minute), when the examiner is confident pausing will ensure accurate time keeping.

Disruptions during ORF administration can introduce errors in the student's score. In most cases, the **Discard Form** button should be used to clear the disrupted attempt, and then allow the student a chance to try again without disruptions at a later time. Using the **Pause Timer/Recording** button immediately pauses the form when the administration is disrupted and allows the student start again exactly when the timer is resumed. If pausing and resuming introduces timing errors, or it becomes obvious the student's performance was affected by the disruption, select **Discard Form** to discard the attempt and readminister at a later time.

Administration Directions

Step 1: Present the Student Page

Place the student test page in front of the student and open the ORF DRF on your computer.

Check the passage the student will read to see if there is an administrative note about words with alternative spellings. If so, read the note at the top of the page aloud to the student. Then, say:

> **When I say *Begin*, start reading aloud at the top of this page. Read 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

When the student says or begins to sound out the first word, select **Begin** on the DRF. This will start the timer and also begin the audio recording of the student's response. A circular record indicator will appear on the screen to show that the system is recording. Next to it, a countdown timer will display the remaining time.

Step 3: Track Errors

As the student reads, follow along in the DRF to track errors. Mark words read incorrectly by selecting the word on the DRF. There are multiple ways that a student may read the passage incorrectly, and these different types of errors are referred to as 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 the Scoring section 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

Discontinue Rule: If the student pronounces 10 or fewer words correctly on the first story, do not administer the second story. Select **Discontinue Form.**

If the student completes reading the story in less than 1 minute, select **Student Finished Form** the moment they finish reading the last word of the story. To end administration of a form early for other reasons, such as an administration error or an interruption during testing, guidance is provided in

Table 7.

At 1 minute, say: **Stop.**

Follow the directions on the DRF to select the last word read by the student, finish marking miscues, and then select **Score** to submit the student's responses or move on to the second story for benchmark testing (see Step 5).

Step 5: (For Benchmark Screening Only) Administer the Second Story

Have the student turn to the second story page.

Check the passage the student will read to see if there is an administrative note about words with alternative spellings. If so, read the note at the top of the page aloud to the student.

Then say:

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

Select **Begin** on the DRF when the student says or begins to sound out the first word.

As the student reads, follow along on the DRF to track errors. Mark words read incorrectly by selecting the word on the DRF and add optional miscue markings to note the type of error.

At 1 minute, say: **Stop.**

Follow the directions on the DRF to select the last word read by the student, finish marking errors, and then select **Score** to submit the student's responses.

Scoring

Students receive 1 point for each word read correctly within the 1-minute time limit.

Benchmark screening forms are scored as the average number of words read correctly per minute based on the scores on both passages.

If you mark specific miscues on the DRF (optional), you can double-check them using the audio recording (for the second recording only) before the system calculates the student's score.

General Scoring Principles

The following reading behaviors are not penalized in scoring:

- repeating words
- inserting words
- regional dialects
- articulation differences

- self-corrections made within 3 seconds of the error
- unfamiliarity with American English spelling conventions*

  *Some words are spelled differently in American English than Canadian or British English. For students in non-U.S. countries, minor mispronunciations of word parts spelled differently in American English are not penalized in scoring.

When a student repeats a word or adds an extra word not written in the text, use the Insertion caret button to record these behaviors. However, there is no scoring penalty for repetitions or insertions because ORF scores are based only on reading the words that appear in the text.

Reading errors are referred to as miscues. During scoring, the DRF provides the option to specify what kind of miscue the student made. Labeling miscues can help identify patterns in performance that may inform targeted reading instruction or remediation plans. Table 12 lists the most common errors students make along with the corresponding scoring rule and miscue label.

Each word read incorrectly must be marked as an error on the DRF by selecting the word. When a student self-corrects an error right away (within 3 seconds of the error), the error must be removed by selecting the word again and choosing the trash can icon among the miscue options.

Table 12   Scoring Rules Using the Example Sentence "Bob is a big dog."

Error type	Scoring rule	Miscue	Student response example
Mispronounces sounds or words	Mark the mispronounced word as incorrect. (Consider regional dialects and articulation differences.)	Substitution (SUB)	**Bob is a bik dog.**
Substitutes words or abbreviations	Mark the word incorrect if the student says a different word.	Substitution (SUB)	**Bob is a large dog.**
Skips words	Mark omitted words as incorrect.	Omission (OMI)	**Bob is a (big) dog.**
Says words out of order	Mark one of two words incorrect when their order is reversed.	Reversal (REV)	**Bob is a dog big.**
Self-corrects within 3 seconds of the error	Remove marked errors when self-corrections are made within 3 seconds of the error.	Trash can icon (remove error mark)	**Bob is a dig dog**… (less than 3 seconds) **No, a *big* dog.**
Self-corrections more than 3 seconds after the error	The word stays marked incorrect when self-corrections are made more than 3 seconds after the error.	Self-Correction (SC)	**Bob is a dig dog**… (after 3 seconds) **No, a *big* dog.**
Silently pauses for over 3 seconds with no attempt made	When the student is silent and does not attempt to say the word for more than 3 seconds, say the word aloud and mark it incorrect.	Teacher Provided (TP)	**Bob is a big**… (silent pause more than 3 seconds, teacher says 'dog')
Attempts to sound out a word or subvocalize for more than 10 seconds	Wait for a student to complete an attempt to read a word for about 10 seconds before saying the word aloud and marking it incorrect.	Teacher Provided (TP)	**Bob is a big do-da- du-** (effortful attempt for 10 seconds, teacher says 'dog')
Repeats words or adds words not written	No scoring penalty. Optional: Select the insertion caret between words to mark where additional words were said.	Insertion (INS)	**Bob is a great big dog.**

The Qualitative Observations form in Appendix B can be used to track other reading behaviors. Tracking these additional reading behaviors is an optional feature that may provide information that is helpful for identifying specific problems and designing targeted instruction and remediation plans.

Vocabulary

Vocabulary (VO) measures the range of a student's knowledge of grade-appropriate words in isolation. The student chooses from multiple-choice options and the response that best matches the meaning of vocabulary words. Table 13 provides a detailed overview of the Vocabulary test features.

Table 13   Vocabulary Details at a Glance

Test Feature	Description
Grade Level	Grades 2-3
Administration Method	TestNav
Benchmark Forms	Fall: Grades 2-3 Mid-Year: Grades 2-3 Spring: Grades 2-3
Items per Form	1 practice item Grade 2: 16 test items Grade 3: 22 test items
Administration Time	~3-15 minutes
Response Time Limit	Not applicable
Discontinue Rule	Students attempt all items.

Each Vocabulary question has four response options. Target words are underlined with only enough context provided to identify each word's part of speech.

Materials

For each student, the following materials are required to administer Vocabulary:

- A computer station that meets minimum system requirements
- A braille student test form
- A mouse

General Directions

- The student can have items read aloud during the test.
- If a student exits the test before it's complete, you'll need to resume or restart it within aimswebPlus by going back to the Benchmark Comparison screen and selecting the exited icon to resume or restart the test for each affected student.

Students taking a braille Vocabulary assessment may verbalize their response to the examiner who will mark them in real time in TestNav.

Administration Directions

When examiners are at their computer stations and student is ready to begin, say:

> **Today, you'll be taking a reading test. If there is a word you need read to you, ask me to press the play button on the computer and the computer will read the word aloud.**
>
> **Follow all the test directions, answer every question, and do your own work.**
>
> **If you have any questions during the test, please let me know. Remember: Do your best! We'll begin now.**

Have the student begin the test session. During testing, make sure the student is progressing through the test.

Scoring

Students receive 1 point for each correctly answered item.

Spanish Letter Naming Fluency

Spanish Letter Naming Fluency (SLNF) measures a student's ability to name visually presented uppercase and lowercase Spanish alphabet letters. The student sees rows of letters and names as many as possible in 1 minute. Table 14 provides a detailed overview of the Spanish Letter Naming Fluency test features.

Table 14   Spanish Letter Naming Fluency Details at a Glance

Test Feature	Description
Grade Level	5K – Grade 1
Administration Method	DRF
Benchmark Forms	Fall: 5K, Grade 1 Mid-Year: 5K Spring: 5K
Items per Form	100 items
Maximum Total Score	100 points
Administration Time	1 minute (timed)
Response Time Limit	Wait 3-5 seconds for a response.
Discontinue Rule	Student incorrectly names 10 consecutive letters without self-correcting.

Materials

The following materials are required to administer Spanish Letter Naming Fluency:

- The DRF on a computer that is connected to the internet (see Figure 6)
- A braille student test form
- Audio recording device (optional)

Figure 6   Spanish Letter Naming Fluency DRF Screen

General Directions

These prompts and feedback may be given as often as needed, except when a rule explicitly sets a limit on the number of times a prompt can be given.

- If the student pauses for longer than 3-5 seconds (i.e. is silent and not subvocalizing), say the letter name and mark it incorrect. Then, say: **¿Cuál es la siguiente letra?**
- If the student makes the letter sound instead of saying its name, say: **Recuerda, dime el nombre de la letra.** Then, record the second response. Offer this reminder only once. If the student makes a letter sound again, mark the item incorrect and do not give feedback.
- If the student skips a row, say: **Lee la fila de arriba.**
- If a student self-corrects an incorrectly named letter within 3 seconds, record the response as correct but do not give feedback.

Administration Directions

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

> **Aquí hay algunas letras. Empieza en la primera letra y dime los nombres de todas las letras que puedas. Si llegas a una letra que no sabes, yo te diré el nombre. Continúa hasta que te diga que pares. Pon tu dedo debajo de la primera letra. ¿Listo(a)? Empieza.**

When the student says the first letter, select **Begin** on the DRF. Record student responses by selecting any incorrectly named letters.

Discontinue rule: If the student incorrectly names 10 consecutive letters without self-correcting, discontinue administration of this measure. Select the Pause icon (⏸) and then select **Discontinue Form.**

If the student finishes in less than 1 minute, select the Pause icon (⏸) and then select **Student Finished Form.**

At 1 minute, say: **Para.**

Follow the directions on the DRF to select the last letter named by the student, and then select **Score** to submit the student's responses. If necessary, use the audio recording to review the student's responses before selecting **Score** to submit the completed form.

Scoring

Students receive 1 point for each letter named correctly within the 1-minute time limit.

General Scoring Principles

The following behaviors are not penalized in scoring:
- self-corrections made within 3 seconds of the error
- a response of either *i* or *L* for a lowercase *L*.
- regional dialects
- articulation differences
- second language interference (based on the responses and prior knowledge of the student's speech patterns).

Table 15 lists the most common Spanish Letter Naming Fluency errors students make along with the corresponding scoring rules.

Table 15   Scoring Rules for Common Spanish Letter Naming Fluency Errors

Error type	Scoring rule	Score
Says letter sounds instead of letter names	Mark letter sounds as incorrect.	0 points
Skips letters	Mark skipped letters as incorrect.	0 points
Incorrectly names letters	Mark incorrectly named letters (including reversals, e.g., naming *b* as *d*) as incorrect.	0 points
Self-corrects more than 3 seconds after the error	The letter stays marked incorrect when self-corrections are made more than 3 seconds after the error.	No change to marked error(s).
Silently pauses for over 3 seconds with no attempt made	Mark a letter incorrect when the student is silent and does not initiate an attempt to say it for more than 3 seconds.	0 points

Spanish Letter Sounds Fluency

Spanish Letter Sounds Fluency (SLSF) measures a student's ability to say the sounds of visually presented lowercase Spanish alphabet letters. The student sees rows of letters and says as many letter sounds as possible in 1 minute. Table 16 provides a detailed overview of the Spanish Letter Sounds Fluency test features.

**Table 16**   Spanish Letter Sounds Fluency Details at a Glance

Test Feature	Description
Grade Level	5K – Grade 1
Administration Method	DRF
Benchmark Forms	Fall: 5K, Grade 1 Mid-Year: 5K Spring: 5K
Items per Form	100 items
Administration Time	1 minute (timed)
Response Time Limit	Wait 3-5 seconds for a response.
Discontinue Rule	Student incorrectly says 10 consecutive letter sounds without self-correcting.

Materials

The following materials are required to administer Spanish Letter Sounds Fluency:

- The DRF on a computer that is connected to the internet (see Figure 7)
- A braille student test form
- Audio recording device (optional)

Figure 7   Spanish Letter Sounds Fluency DRF Screen
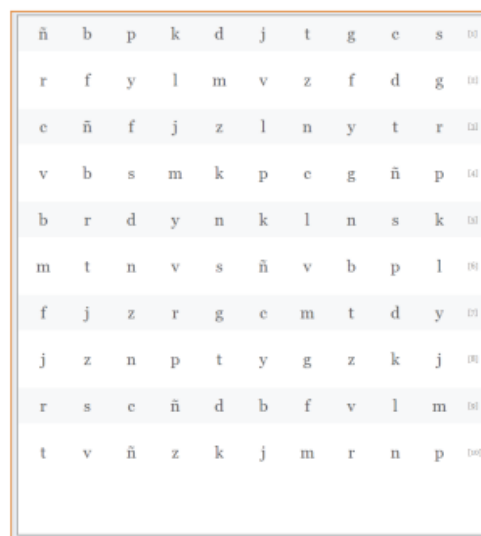
General Directions

These prompts and feedback may be given as often as needed, except when a rule explicitly sets a limit on the number of times a prompt can be given.

- If the student pauses for longer than 3-5 seconds (i.e. is silent and not subvocalizing), say the letter sound and mark it incorrect. Then, say: **¿Cuál es el siguiente sonido?**

- If the student says the letter name instead of saying its sound, say: **Recuerda, dime el sonido que hace cada letra.** Then, record the second response. Offer this reminder only once. If the student says a letter name again, mark the item incorrect and do not give feedback.

- If the student skips a row, say: **Lee la fila de arriba.**

- If a student self-corrects an incorrectly made letter sound within 3 seconds, record the response as correct but do not give feedback.

Administration Directions

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

> **Aquí hay algunas letras. Empieza en la primera letra y dime los sonidos de todas las letras que puedas. Si llegas a una letra con un sonido que no sabes, yo te diré el sonido. Continúa hasta que te diga que pares. Pon tu dedo debajo de la primera letra. ¿Listo(a)? Empieza.**

When the student says the first letter sound, select **Begin** on the DRF. Record student responses by selecting any incorrectly named letters.

Discontinue rule: If the student incorrectly says 10 consecutive letters without self-correcting, discontinue administration of this measure. Select the Pause icon (⬛) and then select **Discontinue Form.**

If the student finishes in less than 1 minute, select the Pause icon (⬛) and then select **Student Finished Form.**

At 1 minute, say: **Para.**

Follow the directions on the DRF to select the last letter sound said by the student, and then select **Score** to submit the student's responses. If necessary, use the audio recording to review the student's responses before selecting **Score** to submit the completed form.

Scoring

Students receive 1 point for each correctly made letter sound within the 1-minute time limit.

General Scoring Principles

The student must pronounce the most common sound of a letter in Spanish. Mark less common sounds as errors. For example, the most common sound for the letter *c* is pronounced as it sounds in *casa*; if pronounced as it sounds in *cebolla*, mark the item as incorrect.

The following behaviors are not penalized in scoring:
- self-corrections made within 3 seconds of the error
- a response of either *i* or *L* for a lowercase *L*.
- regional dialects
- articulation differences

- second language interference (based on the responses and prior knowledge of the student's speech patterns).

Table 17 lists the most common Spanish Letter Sounds Fluency errors students make along with the corresponding scoring rules.

Table 17   Scoring Rules for Common Spanish Letter Sounds Fluency Errors

Error type	Scoring rule	Score
Says letter names instead of letter sounds	Mark letters named as incorrect.	0 points
Says less common letter sounds	Mark less common letter sounds as incorrect.	0 points
Skips letters	Mark skipped letters as incorrect.	0 points
Substitutes sounds	Mark substituted sounds as incorrect.	0 points
Adds sounds	Mark added sounds (including schwa) as incorrect.	0 points
Self-corrects more than 3 seconds after the error	Sound errors stay marked as incorrect when the self-corrections are made more than 3 seconds after the error.	No change to marked error(s).
Silently pauses for over 3 seconds with no attempt made	Mark a sound incorrect when the student is silent and does not initiate an attempt to say it for more than 3 seconds.	0 points

Spanish Syllable Reading Fluency

Spanish Syllable Reading Fluency (SSRF) measures a student's ability to say the sounds of individual letters or the sounds in two- and three-letter syllables in Spanish. The student sees rows of syllables and says as many letter sounds (in isolation or blended as syllables) as possible in 1 minute. Table 18 provides a detailed overview of the Spanish Syllable Reading Fluency test features.

**Table 18**   Spanish Syllable Reading Fluency Details at a Glance

Test Feature	Description
Grade Level	5K
Administration Method	DRF
Benchmark Forms	Fall: N/A Mid-Year: 5K Spring: 5K
Items per Form	1 practice item 100 syllable items
Administration Time	1 minute (timed)
Response Time Limit	Wait 3-5 seconds for a response, or 10 seconds if the student is sounding out or subvocalizing.
Discontinue Rule	Student makes 0 correct sounds for 5 consecutive syllables.

Materials

The following materials are required to administer Spanish Syllable Reading Fluency:

- The DRF on a computer that is connected to the internet (see Figure 8)

- A braille student test form

- Audio recording device (optional)

Figure 8   Spanish Syllable Reading Fluency DRF Screen
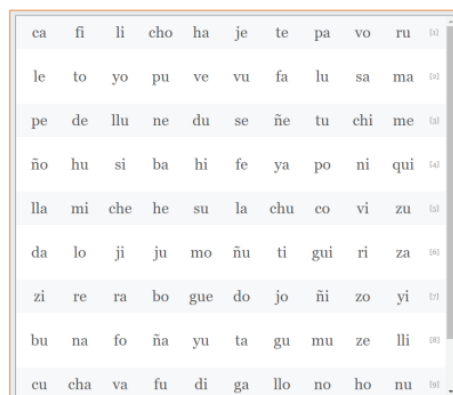
General Directions

These prompts and feedback may be given as often as needed.

- If the student pauses for longer than 3-5 seconds (i.e. is silent and not subvocalizing), say the syllable and mark each letter in the syllable incorrect. Then, say: **Intenta la próxima**.

- If the student is sounding out a syllable, or subvocalizing, wait 10 seconds before saying the syllable and marking each letter in the syllable incorrect. Then, say: **Intenta la próxima.**

- If the student skips a row, say: **Lee la fila de arriba.**

- If a student self-corrects an incorrectly made sound or incorrectly pronounced syllable within 3 seconds, record the response as correct but do not give feedback.

Administration Directions

Place the practice page in front of the student. Ask the student to put their finger on *ma* and say:

> **Mira esta sílaba. Cada letra hace un sonido: /m/ /a/. Juntas, las letras suenan /ma/. Puedes decir el sonido de cada letra: /m/ /a/. O, puedes leer la sílaba entera: /ma/. Quiero que me digas los sonidos que sepas**.

Follow the directions on the DRF to teach the task.

Next, place the student test page in front of the student and say:

> **Vamos a hacer unos más. Empieza en la primera sílaba y lee todas las sílabas que puedas. Recuerda que puedes decir el sonido de cada letra o leer la sílaba entera. Continúa hasta que te diga que pares. Pon tu dedo debajo de la primera sílaba. ¿Listo(a)? Empieza.**

When the student makes the first letter sound, select **Begin** on the DRF. Record student responses by selecting any incorrectly sounded letter or letter pair.

Discontinue rule: If the student does not make any correct sounds for 5 consecutive syllables without self-correcting, discontinue administration of this measure. Select the Pause icon (⏸) and then select **Discontinue Form.**

If the student finishes in less than 1 minute, select the Pause icon (⏸) and then select **Student Finished Form.**

At 1 minute, say: **Para.**

Follow the directions on the DRF to select the last letter sound made by the student, and then select **Score** to submit the student's responses. If necessary, use the audio recording to review the student's responses before selecting **Score** to submit the completed form.

Scoring

Students receive 1 point for each letter sound correctly made in isolation or as a blended syllable within the 1-minute time limit.

General Scoring Principles

The student must pronounce the most common Spanish sound of a letter. Mark less common sounds as errors.

The following behaviors are not penalized in scoring:
- self-corrections made within 3 seconds of the error
- regional dialects
- articulation differences
- additional or repeated sounds. See, for example, Table 19.

Table 19   Student Examples of Added or Repeated Sounds

Word	Student says	Scoring
re	**r..r..e**	2 of 2 points /r/ /e/
lo	**Los**.	2 of 2 points /l/ /o/

Table 20 lists the most common Spanish Syllable Reading Fluency errors students make along with the corresponding scoring rules. Note that a rule may be applied differently if the response is a blended syllable or isolated letter sounds.

Table 20   Scoring Rules for Common Spanish Syllable Reading Fluency Errors Using the Example Words "Qui" and "Ho"

Error type	Scoring rule	Student says	Score
Skips syllables or letters	Mark omitted sounds as incorrect.	[*qui* is skipped]	0 of 2 points /qu/ /i/
		q	1 of 2 points /qu/ /i/
Pronounces silent *u*	When the response is a blended syllable, mark pronouncing the silent *u* as incorrect.	**qui**	1 of 2 points /qu/ /i/
	Note: When the response is individual letter sounds, mark a separately made /u/ sound as correct.	**q…u…i**	2 of 2 points /qu/ /i/
Pronounces silent *h*	When the response is a blended syllable or individual letter sounds, mark pronouncing the silent *h* as an English *h* as an error.	**h…o**	1 of 2 points /h/ /o/
Substitutes sounds	Mark substituted sounds as incorrect.	**k…i**	1 of 2 points /gu/ /i/
		h…a	1 of 2 points /h/ /o/
Self-corrects more than 3 seconds after the error	Sound errors stay marked as incorrect when the self-corrections are made more than 3 seconds after the error.	[varies]	No change to marked error(s).
Silently pauses for over 3 seconds with no attempt made	Mark a sound incorrect when the student is silent and does not initiate an attempt to say it for more than 3 seconds.	[no response]	0 points

Spanish Oral Reading Fluency

Spanish Oral Reading Fluency (SORF) measures a student's ability to read Spanish literary (fictional) texts aloud quickly and accurately. The student sees a one-page story and reads as much of the story as possible in 1 minute. For benchmark testing, the student also sees a second one-page story and reads as much of this story as possible within 1 minute. Table 20 provides a detailed overview of the Spanish Oral Reading Fluency test features.

Table 20 Spanish Oral Reading Fluency Details at a Glance

Test Feature	Description
Grade Level	Grades 1-3
Administration Method	DRF
Benchmark Forms	Fall: Grades 1-3 Mid-Year: Grades 1-3 Spring Grades 1-3
Items per Form	Two stories per benchmark form
Administration Time	1 minute per story (timed)
Response Time Limit	Wait about 3-5 seconds for a response, or 10 seconds if the student is sounding out or subvocalizing.
Discontinue Rule	For benchmark screening, if the student pronounces 10 or fewer words correctly, do not administer the second story.

Materials

The following materials are required to administer Spanish Oral Reading Fluency:

- The DRF on a computer that is connected to the internet (see Figure 9)
- A braille student test form
- Audio recording device (optional to record outside of the aimswebPlus platform)

If you have granted permission, your computer's microphone will record the student's voice as they read. These recordings will be available for playback and download from the DRF screen or by selecting the student's score on the Benchmark Comparison page on the platform.

Figure 9 Spanish Oral Reading Fluency DRF Screen

General Directions

These prompts and feedback may be given as often as needed.

- If the student pauses at a word for longer than 3-5 seconds (i.e. is silent and not subvocalizing), say the word aloud and mark it incorrect.
- 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.

If the student skips a line, do not redirect or give corrective feedback. Mark all words in the line as incorrect (i.e., select the **S** to the left of each line).

If the student self-corrects within 3 seconds, score as correct but do not give feedback.

If the student finishes in less than 1 minute, select the **Student Finished Form** button and then follow the directions on the DRF to score student responses.

If you need to end administration early, there are multiple test navigation buttons to use depending on the purpose of ending the test. Table 21 describes the purpose of each DRF button with guidance on when and how to use them.

Table 21 Ending a Session Earlier Than 1 Minute

Test navigation button	Purpose	Guidance for use
Student Finished Form	To record how long it took a student to finish a form when they read the entire story in less than 1 minute.	Use immediately after the last word is read.
Start Over	To clear the DRF and restart the timer counting down from 60 seconds.	Use when a SORF form is started inadvertently, and the student will be ready to begin immediately after selecting this.
Discard Form	To clear the DRF so no score is recorded, and SORF may be administered at a later time.	Use when there is a disruption during administration to avoid invalid scores and allow the student a chance to retake the form from the beginning.
Discontinue Form	To manually apply the discontinue rule before time has elapsed, which will score the form using all words read so far and skip the rest of the form, including the second passage if selected while administering the first passage of a benchmark form.	Use only in rare instances where the examiner is confident the student will meet the discontinue rule criteria and decide it is in the student's best interest to stop before time has elapsed.
Pause Timer/Recording	To pause the clock and audio recording for a very short time before the test can be resumed.	Use only for very brief interruptions (less than a minute), when the examiner is confident pausing will ensure accurate time keeping.

Disruptions during SORF administration can introduce errors in the student's score. In most cases, the **Discard Form** button should be used to clear the disrupted attempt, and then allow the student a chance to try again without disruptions at a later time. Using the **Pause Timer/Recording** button immediately pauses the form when the administration is disrupted and allows the student start again exactly when the timer is resumed. If pausing and resuming introduces timing errors, or it becomes obvious the student's performance was affected by the disruption, select **Discard Form** to discard the attempt and readminister at a later time.

Administration Directions

Step 1: Present the Student Page

Place the student test page in front of the student and open the SORF DRF on your computer.

Then read the student instructions (in bold) aloud:

> **Cuando yo diga *Empieza*, empieza a leer en voz alta en la parte de arriba de esta página. Lee de un lado a otro de la página. Trata de leer cada palabra. ¿Listo(a)?** (Pause.) **Empieza.**

Step 2: Start the Assessment

When the student says or begins to sound out the first word, select **Begin** on the DRF. This will start the timer and also begin the audio recording of the student's response. A circular record indicator will appear on the screen to show that the system is recording. Next to it, a countdown timer will display the remaining time.

Step 3: Track Errors

As the student reads, follow along in the DRF to track errors. Mark words read incorrectly by selecting the word on the DRF. There are multiple ways that a student may read the passage incorrectly, and these different types of errors are referred to as miscues.

- Mark all words the student reads incorrectly by selecting 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 the Scoring section 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

Discontinue Rule: If the student pronounces 10 or fewer words correctly on the first story, do not administer the second story. Select **Discontinue Form.**

If the student completes reading the story in less than 1 minute, select **Student Finished Form** the moment they finish reading the last word of the story. To end administration of a form early for other reasons, such as an administration error or an interruption during testing, guidance is provided in Table 17.

At 1 minute, say: **Para.**

Follow the directions on the DRF to select the last word read by the student, finish marking miscues, and then select **Score** to submit the student's responses or move on to the second story for benchmark testing (see Step 5).

Step 5: (For Benchmark Screening Only) Administer the Second Story

Have the student turn to the second story page and say:

> **Vamos a probar con otro. Asegúrate de leerlo lo mejor que puedas. ¿Listo(a)?** (Pause.) **Empieza.**

Select **Begin** on the DRF when the student says or begins to sound out the first word.

As the student reads, follow along on the DRF to track errors. Mark words read incorrectly by selecting the word on the DRF and add optional miscue markings to note the type of error.

At 1 minute, say: **Para.**

Follow the directions on the DRF to select the last word read by the student, finish marking errors, and then select **Score** to submit the student's responses.

Scoring

Students receive 1 point for each word read correctly within the 1-minute time limit.

Benchmark screening forms are scored as the average number of words read correctly per minute based on the scores on both passages.

If you mark specific miscues on the DRF (optional), you can double-check them using the audio recording (for the second recording only) before the system calculates the student's score.

General Scoring Principles

The following reading behaviors are not penalized in scoring:

- repeating words
- inserting words
- regional dialects
- articulation differences
- self-corrections made within 3 seconds of the error

When a student repeats a word or adds an extra word not written in the text, use the Insertion caret button to record these behaviors. However, there is no scoring penalty for repetitions or insertions because SORF scores are based only on reading the words that appear in the text.

Reading errors are referred to as miscues. During scoring, the DRF provides the option to specify what kind of miscue the student made. Labeling miscues can help identify patterns in performance that may inform targeted reading instruction or remediation plans. Table 22 lists the most common errors students make along with the corresponding scoring rule and miscue label.

Each word read incorrectly must be marked as an error on the DRF by selecting the word. When a

student self-corrects an error right away (within 3 seconds of the error), the error must be removed by selecting the word again and choosing the trash can icon ⊠ among the miscue options.

Table 22   Scoring Rules Using the Example Sentence "Jugaban con un perrito."

Error type	Scoring rule	Miscue	Student response example
Mispronounces sounds or words	Mark the mispronounced word as incorrect. (Consider regional dialects and articulation differences.)	Substitution (SUB)	**Jugaban son un perrito.**
Substitutes words or abbreviations	Mark the word incorrect if the student says a different word.	Substitution (SUB)	**Jugaban como un perrito.**
Skips words	Mark omitted words as incorrect.	Omission (OMI)	**Jugaban (con) un perrito.**
Says words out of order	Mark one of two words incorrect when their order is reversed.	Reversal (REV)	**Jugaban un con perrito.**
Self-corrects within 3 seconds of the error	Remove marked errors when self-corrections are made within 3 seconds of the error.	Trash can icon (remove error mark)	**Jugaban como un perrito**…(less than 3 seconds) **Ups, *con*, no como.**
Self-corrections more than 3 seconds after the error	The word stays marked incorrect when self-corrections are made more than 3 seconds after the error.	Self-Correction (SC)	**Jugaban como un perrito**…(after 3 seconds) **Ups, *con*, no como.**
Silently pauses for over 3 seconds with no attempt made	When the student is silent and does not attempt to say the word for more than 3 seconds, say the word aloud and mark it incorrect.	Teacher Provided (TP)	**Jugaban con un**…(silent pause more than 3 seconds, teacher says 'perrito')
Attempts to sound out a word or subvocalize for more than 10 seconds	Wait for a student to complete an attempt to read a word for about 10 seconds before saying the word aloud and marking it incorrect.	Teacher Provided (TP)	**Jugaban con un per- perr- perri-** (effortful attempt for 10 seconds, teacher says 'perrito')
Repeats words or adds words not written	No scoring penalty. Optional: Select the insertion caret between words to mark where additional words were said.	Insertion (INS)	**Jugaban con un perrito bonito.**

The Qualitative Observations form in Appendix B can be used to track other reading behaviors. Tracking these additional reading behaviors is an optional feature that may provide information that is helpful for identifying specific problems and designing targeted instruction and remediation plans.

Appendix A

The Common Sounds Pronunciation Guide

Students must provide the most common sound of the letter as shown in Table A1. If the student says a less common sound, mark it as an error. For vowels, the most common sound is the short-vowel sound.

Do not penalize for pronunciation errors due to articulation differences, or regional dialects that are consistent with the conventions of American English. Examiners should use their professional judgement and prior knowledge of the student's speech patterns when scoring responses.

Table A1   Most Common Letter Sounds and Examples

Letter	Sound	Example
a	/a/	bat
e	/e/	bet
i	/i/	bit
o	/o/	top
u	/u/	hut
b	/b/	bat
c	/k/	cap
d	/d/	dad
f	/f/	fan
g	/g/	pig
h	/h/	hat
j	/j/	jet
k	/k/	kit
l	/l/	lot
m	/m/	man
n	/n/	not
p	/p/	pan
r	/r/	ran
s	/s/	sat
t	/t/	top
v	/v/	van
w	/w/	wet
y	/y/	yak
z	/z/	zipper

Appendix B

Qualitative Observations of ORF or SORF Performance

Student Name: _____

Examiner: _____

Date: _____

Use this sheet to record qualitative observations about the student's reading performance during ORF or SORF. These observations provide additional information for interpreting a student's Oral Reading Fluency or Spanish Oral Reading Fluency score.

After listening to the student read the story, indicate if the following reading behaviors are observed.

_____ Able to decode unfamiliar words

_____ Frequently repeats words

_____ Reads with expression (attention to prosodic features).

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

_____ Adjusts pace when complexity of text changes.

Use the space below to record additional notes about these behaviors or other notable observations (e.g., strategies or recurring errors).