

ADMINISTRATION AND SCORING GUIDE

Early Literacy

Kindergarten and Grade 1

Introduction

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

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

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

Table 1 Measure Descriptions

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

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

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

Table 2 Seasonal Screening Timeline

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

*Note. These measures are available for progress monitoring at the grade level shown. Kindergarten: Letter Naming Fluency, Initial Sounds, Letter Word Sounds Fluency, and Phoneme Segmentation. Grade 1: Word Reading Fluency and Oral Reading Fluency.

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

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

Testing Conditions

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

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

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

Student Test Materials and Digital Record Forms

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

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

Figure I Auditory Vocabulary DRF Screen

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

Examiners must familiarize themselves with the administration, 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 Early Literacy measures to students. It is very important to administer each measure using the digital record form **at least once** to an appropriately aged child to ensure you are comfortable with all aspects of testing.

Test Accommodations

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

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

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

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

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

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

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

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

Print Concepts

Overview

Level: Kindergarten (Fall)

Use: Benchmarking

Print Concepts assesses a student's basic understanding of book parts and usage. It may be a good indicator of a student's exposure to books in the home before entering Kindergarten. This very brief measure can help to make young students feel more comfortable with testing.

The student answers nine questions about a book selected by the examiner (see criteria below). This is an untimed test. Before you begin, be sure the testing area is reasonably quiet and free from distractions.

Materials Needed

For the student, you will need:

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

To record student responses, you will also need:

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

Administration Directions

During testing, please keep in mind:

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

Say to the student:

Let's look at a book together.

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

Discontinue Rule: Students should attempt all 9 items.

Scoring Rules

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

Letter Naming Fluency

Overview

Level: Kindergarten (Fall, Winter, Spring)

Use: Benchmarking and progress monitoring

Letter Naming Fluency assesses a student's knowledge of upper- and lower-case letter names. Knowing letter names is an essential preliteracy skill. Because it is a timed measure, Letter Naming Fluency can also measure the level of automaticity of this skill.

The student sees rows of letters and names as many as possible in 1 minute. Figure 2 shows a sample student test page.

Figure 2 Letter Naming Fluency Student Test Page

u	D	P	S	R	A	X	y	I	n
C	V	g	W	A	G	J	z	c	E
r	W	Z	F	M	c	L	t	u	f
g	c	T	Y	U	b	d	p	S	o
c	G	S	U	J	d	a	T	K	m
R	T	G	I	k	S	q	n	u	A
R	k	L	K	s	j	f	E	h	q
K	h	b	U	T	I	D	s	I	a
N	K	k	v	L	z	a	u	A	F
k	X	O	T	e	h	g	M	B	W

Before you begin, be sure the testing area is reasonably quiet and free from distractions. Each test form is different, so be sure to use the appropriate form for a given student's testing session (e.g., the stimulus book for the current benchmark season or the required form from the PM stimulus booklet for progress monitoring purposes).

Materials Needed

For the student, you will need:

- a printout of the appropriate test form.

To record student responses, you will also need:

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

Note. If beneficial, examiners may use a voice recorder during Letter Naming Fluency test sessions so that student error patterns can be later identified and used to further guide instruction. Use of a voice recorder is optional.

Administration Directions

During testing, please keep in mind:

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

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

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

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

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

At 1 minute, say:

Stop.

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

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

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

Scoring Rules

Students receive 1 point for each correctly named letter.

Letter names are considered *incorrect* if:

- a letter sound is made rather than saying the name (after giving corrective feedback once),
- a letter is skipped,
- another letter name is given,
- the student self-corrects after 3 seconds have elapsed, or
- no letter name is given within 3 seconds.

Do not penalize for:

- self-corrections made within 3 seconds,
- a response of either *i* or *L* for a lower-case L,
- regional dialects, or
- articulation problems.

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

Initial Sounds

Overview

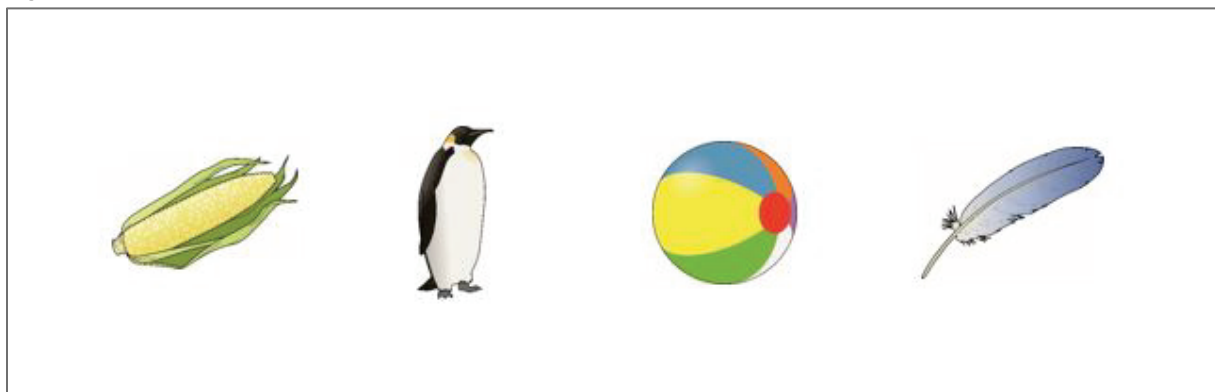
Level: Kindergarten (Fall, Winter)

Use: Benchmarking and progress monitoring

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

The student sees a row of four pictures on each test page and hears the examiner name each picture. Then, the student either points to the picture of the word that matches the initial sound the examiner makes or makes the initial sound of the word spoken by the examiner. This is an untimed test. Figure 3 shows a sample student test page.

Figure 3 Initial Sounds Student Test Page



Before you begin, be sure the testing area is reasonably quiet and free from distractions. Each test form is different, so be sure to use the appropriate form for a given student's testing session (e.g., the stimulus book for the current benchmark season or the required form from the PM stimulus booklet for progress monitoring purposes).

Materials Needed

For the student, you will need:

- a printout of the appropriate test form.

To record student responses, you will also need:

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

Administration Directions

During testing, please keep in mind:

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

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

Then, say:

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

Follow the directions and ask the questions, in order, as shown on the Initial Sounds DRF screen. Using the criterion for each item, record the student's response by clicking either ✓ for correct responses or ✗ for incorrect responses.

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

Discontinue Rule: Students should attempt all 12 items.

Scoring Rules

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

Do not penalize for:

- regional dialects or
- articulation problems.

The maximum total score for Initial Sounds is 12 points.

Auditory Vocabulary

Overview

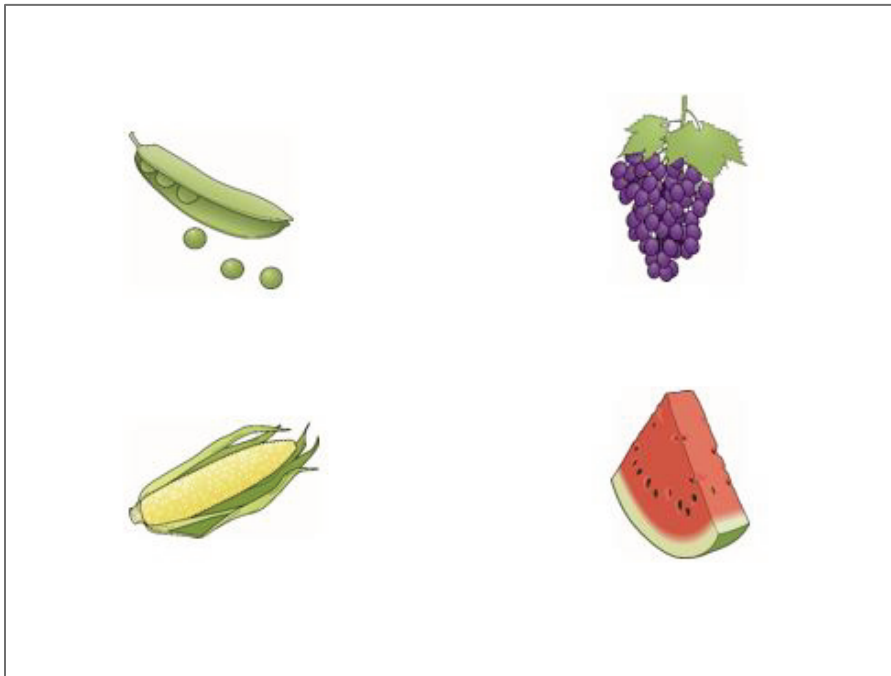
Levels: Kindergarten and Grade 1 (Fall, Winter, Spring)

Use: Benchmarking

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

The student sees a grid of four pictures on each test page and hears the examiner say the target word. Then, the student points to the picture that matches the word spoken by the examiner. This is an untimed test. Figure 4 shows a sample student test page.

Figure 4 Auditory Vocabulary Student Test Page



Before you begin, be sure the testing area is reasonably quiet and free from distractions. The test forms are the same for Kindergarten and Grade 1, but each *season's* test form is different, so be sure to use the appropriate form for a given student's testing session (e.g., the stimulus book for the current benchmark season).

Materials Needed

For the student, you will need:

- a printout of the appropriate test form.

To record student responses, you will also need:

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

Note. Each Auditory Vocabulary test form contains 25 pages.

Administration Directions

During testing, please keep in mind:

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

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

Then, say:

Point to (target word).

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

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

Scoring Rules

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

Letter Word Sounds Fluency

Overview

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

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

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

The student first sees rows of boxes that each contain three letters, and makes each letter sound. Next, the student sees boxes that each contain a consonant, a vowel-consonant pair, and a CVC word. For these items, the student makes the consonant sound, vowel-consonant sound, and then the CVC word made of those sounds. The student says as many sounds or words as possible in 1 minute. Figure 5 shows a sample student test page.

Figure 5 Letter Word Sounds Fluency Student Test Page

m s p	t b h	z f n	m v k	d p w
d og dog	c ap cap	b us bus	w ig wig	t en ten

Before you begin, be sure the testing area is reasonably quiet and free from distractions. Each test form is different, so be sure to use the appropriate form for a given student's testing session (e.g., the stimulus book for the current benchmark season or the required form from the PM stimulus booklet for progress monitoring purposes).

Materials Needed

For the student, you will need:

- a printout of the practice item page and the appropriate test form.

To record student responses, you will also need:

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

Note. If beneficial, examiners may use a voice recorder during Letter Word Sounds Fluency test sessions so that student error patterns can be later identified and used to further guide instruction. Use of a voice recorder is optional.

Administration Directions

During testing, please keep in mind:

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

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

Tell me what sound this makes.

Follow the directions as shown on the Letter Word Sounds Fluency DRF screen, teaching the task to the student. Next, turn to the first student test page and say:

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

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

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

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

Turn the page and keep going.

At 1 minute, say:

Stop.

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

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

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

Scoring Rules

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

Sounds or words are considered *incorrect* if:

- a letter is named rather than making the sound (after giving corrective feedback once),
- the whole CVC word is said rather than making the word-part sound,
- a sound or sounds are omitted,
- other sounds or words are substituted,
- the student self-corrects after 3 seconds have elapsed, or
- no sound is made within 3 seconds.

Do not penalize for:

- self-corrections made within 3 seconds,
- regional dialects, or
- articulation problems.

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

Phoneme Segmentation

Overview

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

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

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

The examiner says each test word and the student responds with the individual 3 or 4 phonemes for each word. This is an untimed test. Figure 6 shows a sample DRF test page.

Figure 6 Phoneme Segmentation DRF Test Page, With Errors Marked

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

Before you begin, be sure the testing area is reasonably quiet and free from distractions.

Note. For Phoneme Segmentation, it is especially important that the student can hear each sound of each word clearly.

Materials Needed

No printed materials are required for the student.

To record student responses, you will need:

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

Note. If beneficial, examiners may use a voice recorder during Phoneme Segmentation test sessions so that student error patterns can be later identified and used to further guide instruction. Use of a voice recorder is optional.

Administration Directions

During testing, please keep in mind:


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


Say to the student:


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

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

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

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

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

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

Scoring Rules

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

Phonemes are considered *incorrect* if:

- the whole word is said without any segmentation (i.e., all phonemes in word are considered incorrect),
- a phoneme is mispronounced (after making allowances for dialect and articulation),
- a phoneme is omitted,
- phonemes are combined (see examples on following page),

Word	Student says	Marked errors	Correct phonemes
trick	"tr...ick"	/t/ /r/ /i/ /k/	0 of 4
cat	"c...at"	/k/ /a/ /t/	1 of 3

- the student self-corrects after 3 seconds have elapsed, or
- no phoneme sound is made within 3 seconds.

Do not penalize for:

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

Word	Student says	No errors marked	Correct phonemes
trick	t...r...i...ck...s	/t/ /r/ /i/ /k/	4 of 4
cat	s...c...a...t	/k/ /a/ /t/	3 of 3

- schwa sounds (/u/) added to consonants (see examples below),

Word	Student says	No errors marked	Correct phonemes
trick	tu...ru...i...ku	/t/ /r/ /i/ /k/	4 of 4
cat	ku...a...tu	/k/ /a/ /t/	3 of 3

- self-corrections made within 3 seconds,
- regional dialects, or
- articulation problems.

The maximum total score for Phoneme Segmentation is 49 points.

Word Reading Fluency

Overview

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

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

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

The student sees columns of words and reads as many as possible in 1 minute. Figure 7 shows a sample student test page.

Figure 7 Word Reading Fluency Student Test Page

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

Before you begin, be sure the testing area is reasonably quiet and free from distractions. Each test form is different, so be sure to use the appropriate form for a given student's testing session (e.g., the stimulus book for the current benchmark season or the required form from the PM stimulus booklet for progress monitoring purposes).

Materials Needed

For the student, you will need:

- a printout of the appropriate test form.

To record student responses, you will also need:

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

Note. If beneficial, examiners may use a voice recorder during Word Reading Fluency test sessions so that student error patterns can be later identified and used to further guide instruction. Use of a voice recorder is optional.

Administration Directions

During testing, please keep in mind:

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

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

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

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

Record student responses by clicking on any incorrectly pronounced word.

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

Turn the page and keep going.

At 1 minute, say:

Stop.

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

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

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

Scoring Rules

Students receive 1 point for each correctly read word.

Words are considered *incorrect* if:

- a word is skipped,
- any sound in a word is mispronounced,
- the student self-corrects after 3 seconds have elapsed, or
- no attempt is made within 3 seconds.

Do not penalize for:

- self-corrections made within 3 seconds,
- regional dialects, or
- articulation problems.

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

Oral Reading Fluency

Overview

Level: Grade 1 (Fall, Winter, Spring)

Use: Benchmarking and progress monitoring

Oral Reading Fluency requires a student to read aloud two fictional texts. Each story begins with mostly decodable words, then progresses to Grade 1–level text. Because it is a timed measure, Oral Reading Fluency can also measure the level of automaticity of reading aloud connected text. In addition, examiners may use qualitative observations to further evaluate student scores (see Appendix B).

The student sees a one-page story and reads as much of the story as possible in 1 minute. Then, the student sees a second one-page story and reads as much of this story as possible within 1 minute. Figure 8 shows a sample student test page.

Figure 8 Oral Reading Fluency Student Test Page

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

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

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

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

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

Before you begin, be sure the testing area is reasonably quiet and free from distractions. Each test form is different, so be sure to use the appropriate form for a given student's testing session (e.g., the stimulus book for the current benchmark season or the required form from the PM stimulus booklet for progress monitoring purposes).

Materials Needed

For the student, you will need:

- a printout of the appropriate test form.

To record student responses, you will also need:

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

Note. If beneficial, examiners may use a voice recorder during Oral Reading Fluency test sessions so that student error patterns can be later identified and used to further guide instruction. Use of a voice recorder is optional.

Administration Directions

During testing, please keep in mind:

- Allow about 3 to 5 seconds for the student to respond (i.e., the student is silent and not subvocalizing) before saying the word and marking it incorrect. You may give this feedback as often as needed. *No other feedback is permitted.*
- Allow about 10 seconds for the student to sound out or to subvocalize before saying the word and marking it incorrect.
- 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.

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. Ready? Begin.

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

Record student responses by clicking on any incorrectly read word.

At 1 minute, say:

Stop.

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

When conducting benchmark test sessions, have the student turn to the second story page and say:

Let's try another one. Be sure to do your best reading. Ready? Begin.

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

Record student responses by clicking on any incorrectly read word.

At 1 minute, say:

Stop.

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

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

Discontinue Rule: If a student reads 10 or fewer words on the first story, do not administer the second story. Click on the pause icon (■) and select Discontinue Form from the pop-up menu. The student's score will reflect only the words read correctly on the first story.

Scoring Rules

Students receive 1 point for each correctly read word.

Words are considered *incorrect* if:

- a word is skipped,
- any sound in a word is mispronounced,
- a different word is substituted,
- a word is not read in its proper sequence,
- an abbreviation is read rather than the full word it represents,
- the student self-corrects after 3 seconds have elapsed, or
- no attempt is made within 3 seconds.

Do not penalize for:

- self-corrections made within 3 seconds,
- repeated words,
- inserted words,
- regional dialects, or
- articulation problems.

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

Appendix A

Common Sounds Pronunciation Guide

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

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

Table A1 Common Sounds Pronunciation Guide

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

Appendix B

Qualitative Features Checklist

Student Name:

Examiner:

Date:

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

- _____ Reads fluently or efficiently.
- _____ Reads very accurately (>95%).
- _____ Has an effective strategy for unknown words.
- _____ Reading errors preserve rather than distort meaning.
- _____ Reads with expression (attention to prosodic features).
- _____ Self-corrects errors (comprehension self-monitoring).
- _____ Adjusts pace when complexity or “considerateness” of text changes.

Additional comments:

Appendix C

Timing Guidelines and Discontinue Rules

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

Table C1 Item Timing Guidelines and Measure Discontinue Rules

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

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



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