



## **AIMSweb<sup>®</sup> Training Workbook**

# **Administration and Scoring of Early Literacy Measures for Use with AIMSweb**

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This manual is to be used as a supplement to the *AIMSweb Power Point Training Presentation* and *AIMSweb Training Video*.

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## Dear AIMSweb Subscriber:

Welcome to the *AIMSweb* formative assessment and basic skills improvement system. *AIMSweb* provides teachers, school administrators, and parents a complement to the summative (high stakes) assessment/evaluation model prevalent in education today. Rather than just providing schools with information about student learning at the end of the school year, *AIMSweb* organizes and reports the results of simple, accurate, low cost, and more frequent testing using validated General Outcome Measures like Curriculum-Based Measurement during the school year. The *AIMSweb* formative assessment model informs the instructional process as it occurs by identifying at risk students as early as possible and importantly, those students who are learning and those who are not progressing satisfactorily. The distinction between “did they learn last year” and “are they learning this year” represents a paradigm shift, one that is critical for quality improvement!

The *AIMSweb* system consists of four components:

1. **Two web-based data management and information reporting programs to report and graph the results of Curriculum-Based Measurement (CBM) in early literacy, reading, and spelling.**
  - *AIMSweb Benchmark* manages, evaluates, reports, and charts the results of three times per year school benchmark assessments for all students Grades K-8.
  - *AIMSweb Progress Monitor* allows teachers to monitor students at risk or those students with more severe educational needs more frequently to evaluate the effects of interventions and document appropriate instructional changes.
2. **Standard General Curriculum Assessment Materials:**
  - *Standard Benchmark Reading Assessment Passages:* A set of 3 graded and equivalent standard passages for Grades 1-8 for establishing fall, winter and spring reading benchmarks (24 total passages). These passages are also available in Spanish.
  - *Standard Progress Monitoring Reading Assessment Passages:* A set of 30 graded and equivalent passages for Grades 2-8, 23 for Grade 1 and 23 for Primer Level for use in more frequent and continuous monitoring (256 passages total).
  - *Early Literacy Measures:* A set of 3 equivalent Standard Benchmark Early Literacy Measures to assess Phonemic Awareness and Phonics for Kindergarten and Grade 1 for establishing fall, winter, and spring benchmarks.
  - *Early Literacy Measures for Progress Monitoring:* A set of 30 equivalent Standard Early Literacy Measures for Kindergarten and Grade 1 for use in more frequent and continuous monitoring of early literacy skills (30 tests for each indicator).
  - *Standard Maze Passages:* Three Standard Assessment Reading Passages for Grades 1-8 have been prepared in a maze (multiple choice close) format for use as another measure of reading comprehension (24 maze passages total).

- *Standard Benchmark Spelling Lists*: A set of 3 graded and equivalent standard spelling lists for use in Grades 2-8 for establishing fall, winter, and spring spelling benchmarks (21 total lists).

- *Standard Progress Monitoring Spelling Lists*: A set of 30 graded and equivalent lists of Grade 2-8 spelling words (210 total) for use in more frequent and continuous monitoring.

### 3. Training Workbooks designed to train staff to implement the *AIMSweb* system.

- *Administration and Scoring of Reading Curriculum-Based Measurement (R-CBM) for Use in General Outcome Measurement*
- *Administration and Scoring of Early Literacy Measures for Use in General Outcome Measurement*
- *Administration and Scoring of Spelling Curriculum-Based Measurement (S-CBM) for Use in General Outcome Measurement*
- *Administration and Scoring of Reading Maze for Use in General Outcome Measurement*
- *Organizing and Implementing a Benchmark Assessment Program*
- *AIMSweb Progress Monitor - Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation*

*AIMSweb* trainers are available to deliver the training onsite or the materials can be used without assistance.

### 4. Online Support:

*AIMSweb* users become members of a community of users and an online support site (*AIMSonline*) designed to solve problems, answer questions, and contribute to professional development and successful implementation. A network of Strategic School Partners and Certified *AIMSweb* Trainers located around the country are available for inquiries, expertise, training, onsite visits, etc. *AIMSweb* "informs" the teaching and learning process by providing continuous student performance data and reports improvement to students, parents, teachers, and administrators.

Our promise to you is simple. Use of the *AIMSweb* system will improve instruction, increase achievement, and report improvement to all stakeholders.

**Gary Germann**  
President/CEO

**Steve Jennen,**  
Vice President and Chief Technical Officer

## Overview of AIMSweb Training Materials

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This is one in a series of Training Workbooks developed to accompany *AIMSweb* (Achievement Improvement Monitoring System). The purpose of the series is to provide instruction, delivery models, and practice opportunities to better use *AIMSweb* to improve achievement outcomes.

*Administering and Scoring of Reading Curriculum-Based Measurement (R-CBM) for Use in General Outcome Measurement* provides instruction and practice in the skill area of reading. The workbook is accompanied by the *AIMSweb Training Video* which contains segments of students reading to demonstrate key features of administering and scoring the graded reading tests. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

*Administering and Scoring of Spelling Curriculum-Based Measurement (S-CBM) for Use in General Outcome Measurement* provides instruction and practice in the skill area of spelling. The workbook is to be used with the *AIMSweb Training Video* which also contains demonstrations of key features of administering the graded spelling lists. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

*Administering and Scoring of Early Literacy Measures for Use in General Outcome Measurement* provides instruction and practice in the skill areas of early reading. The workbook describes four fluency measures designed to assess early literacy acquisition from early Kindergarten to Grade 1, including Letter Names, Letter Sounds, Phonemic Segmentation, and Nonsense Words. The workbook is accompanied by a videotape of students taking these tests to demonstrate key features of administering and scoring each indicator. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

*Administering and Scoring of Reading Maze for Use in General Outcome Measurement* provides instruction and practice in the skill area of reading comprehension. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

*Organizing and Implementing a Benchmark Assessment Program* provides information on how to conduct benchmark testing in general education classrooms. The workbook provides straightforward, simple, and valuable information for planning, communication, and conducting all school benchmark testing. This manual is intended for use with *AIMSweb Benchmark* web-based software.

*AIMSweb Progress Monitor - Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation* instructs teachers on how to write individualized annual goals for students and monitor progress on a frequent and continuous basis. Intended for use with students in individualized remedial programs - such as special education or Title I - the Training Workbook demonstrates how to write individualized annual goals based on a Survey-Level Assessment (SLA) and provides strategies for collecting student outcome information frequently and continuously. This manual is intended for use with the *AIMSweb Progress Monitor* web-based software.

## Workbook Overview

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This workbook section covers administration and scoring of the four *AIMSweb* Early Literacy Measures and what examiners need to do:

- (1) Before testing students,
- (2) While testing students, and
- (3) After testing students. Video practice tests for learning how to score are included.

For each measure, the preferred timeline for when they are to be administered is described. It should be noted that the *AIMSweb Early Literacy* measures are those identified by the Early Childhood Research Institute. These four measures have become known as DIBLELS (Dynamic Indicators of Basic Early Literacy Skills). The *AIMSweb* System has adopted these measures. Any school using these measures, regardless of their source, can use *AIMSweb* to manage and report these data. A fifth measure, Beginning Sound Fluency, is under development.

## The AIMSweb Early Literacy Measures

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Reading Curriculum-Based Measurement (R-CBM), where students read passages of connected text aloud for 1 minute and the number of words read correct is counted, is a valid reading general outcome measure (Fuchs, Fuchs et al. 1988; Shinn, Good et al. 1992). This standardized measure also has been determined to have “Sufficient Evidence” for use in (a) screening, (b) progress monitoring of reading fluency, and Outcomes for Grades 1-3 and other grades in the Final Report by the Assessment Committee as part of the federal Reading First legislation. (Kame'enui 2002).

Although some students enter first grade reading quite well, typically achieving readers earn very low scores on R-CBM at the beginning of the year. With the exception of some high-achieving communities, the distribution of scores is positively skewed with many students earning scores of 5 words read correctly (WRC) or less (Rodden-Nord & Shinn 1991). R-CBM begins to be useful for identifying at risk students and for progress monitoring about mid-first grade. If one of the goals of effective reading programs is early detection of students at risk for reading difficulties and to monitor reading progress as early and as frequently as possible, R-CBM is not sufficient.

Based on this well-known shortcoming, educators have sought to develop other assessment tools for identifying at risk students and progress monitoring in Kindergarten and early Grade 1. A synthesis of the scientific research on reading by the National Reading Panel (Panel 2000) provided some critical reading skills that could (and should) be assessed in Kindergarten and early Grade 1, including Phonemic Awareness, and elements of Phonics, including letter names and sounds and the ability to read non-real (nonsense words). Unfortunately, no *single* measure that can be used continuously across these early literacy skills has been validated as a general outcome measure.

To date, the best available assessment technology is a mastery learning model or short-term measurement approach where specific reading skills are assessed at specific times.(Fuchs, & Deno 1991). The assessment tools and the reading skill area identified by the National Reading Panel used in the *AIMSweb* Early Literacy Measures are shown in the table on the next page.

AIMSweb Early Literacy Measures

Test Name (and National Reading Panel Area Assessed)	What Students Do	Test Arrangements	What is Scored
Letter Naming Fluency (Phonics)	Say the names of visually presented letters for 1 minute	Individual	# of Letters Named Correctly
Letter Sound Fluency (Phonics)	Say the sounds of visually presented letters for 1 minute	Individual	# of Letter Sounds Named Correctly
Phonemic Segmentation Fluency (Phonological Awareness)	Identify the specific phonemes in orally presented words for 1 minute	Individual	# of Segments Identified Correctly
Nonsense Word Fluency (Phonics)	Say the sounds of visually presented non-real words for 1 minute	Individual	# of Letter Sounds Named Correctly

Two of the *AIMSweb* Early Literacy Measures, Phonemic Segmentation and Nonsense Words, are based on the testing practices operationalized by DIBELS (Dynamic Indicators of Basic Early Literacy Skills; (Good, Gruba et al. 2002; Kaminski & Good 1998). Phonemic Segmentation Fluency and Nonsense Word Fluency were deemed to have sufficient evidence for use in screening and progress monitoring in Phonological Awareness and Phonics.

DIBELS procedures are based on a downward extension of Curriculum-Based Measurement (Kaminski & Good 1998) where the goal was to identify short duration fluency measures that were easy to administer and score that reliably and validly measured the critical early literacy skills.

In addition, Letter Naming Fluency has been identified frequently as the best single indicator for reading failure (Elliott, Lee, & Tollefson, 2001; Hintze, Ryan, & Stoner, in press). Letter Sounds also has demonstrated an equal or better predictive ability to general reading skills as the DIBELS Phonemic Segmentation measure (Elliott et al., 2001; Hintze et al., in press)

Letter Naming Fluency Video Illustration 1: Jason

Listen and follow along to Jason taking the Letter Naming Fluency test.

i	s	H	U	m	p	U	n	C	C
K	k	A	O	F	f	n	E	B	N
G	p	k	p	A	h	C	e	G	D
k	L	X	o	h	I	f	W	b	k
r	A	E	L	c	n	C	u	Q	m
E	m	S	h	z	x	m	a	Y	z

## Letter Naming Fluency Video Illustration 2: Dakota

Now listen and follow along to Dakota taking the same Letter Naming Fluency test.

i	s	H	U	m	p	U	n	C	C
K	k	A	O	F	f	n	E	B	N
G	p	k	p	A	h	C	e	G	D
k	L	X	o	h	I	f	W	b	k
r	A	E	L	c	n	C	u	Q	m
E	m	S	h	z	x	m	a	Y	z

1. Are their skills the same? How do they differ?
2. Which student is most at risk?

## Letter Sound Fluency Video Illustration 1: Dakota

Listen and follow along to Dakota taking the Letter Sound Fluency test.

e	r	i	t	n	u	n	n	c	k
p	a	m	f	k	n	e	b	n	g
e	k	p	a	h	c	e	d	d	w
w	p	m	j	g	v	a	c	m	t
f	e	a	u	c	t	o	m	e	m
s	w	e	r	m	t	y	t	k	m
w	f	w	h	i	f	w	b	a	t

## Letter Sound Fluency Video Illustration 2: Angelica

Now listen and follow along to Angelica taking the same Letter Sound Fluency test.

e	r	i	t	n	u	n	n	c	k
p	a	m	f	k	n	e	b	n	g
e	k	p	a	h	c	e	d	d	w
w	p	m	j	g	v	a	c	m	t
f	e	a	u	c	t	o	m	e	m
s	w	e	r	m	t	y	t	k	m
w	f	w	h	i	f	w	b	a	t
y	l	l	d	f	t	g	v	n	e

1. Are their skills the same? How do they differ?
2. Which student is most at risk?

### Phonemic Segmentation Fluency Video Illustration 1: Dakota

Listen and follow along to Dakota taking the Phonemic Segmentation Fluency test.

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	____/6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	____/6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	____/6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	____/7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	____/6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	____/7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	____/6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	____/6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	____/6
jet	/j/ /e/ /t/	of	/o/ /v/	____/5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	____/7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	____/7
Total				____/75

### Phonemic Segmentation Fluency Video Illustration 2: Tommy

Now listen and follow along to Tommy taking the same Phonemic Segmentation Fluency test.

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	____/6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	____/6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	____/6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	____/7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	____/6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	____/7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	____/6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	____/6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	____/6
jet	/j/ /e/ /t/	of	/o/ /v/	____/5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	____/7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	____/7
Total				____/75

1. Are their skills the same? How do they differ?
2. Which student is most at risk?

### Phonemic Segmentation Fluency Video Illustration 3: Angelica

Listen and follow along to Angelica also taking the same Phonemic Segmentation Fluency test.

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	____/6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	____/6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	____/6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	____/7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	____/6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	____/7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	____/6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	____/6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	____/6
jet	/j/ /e/ /t/	of	/o/ /v/	____/5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	____/7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	____/7
				Total ____/75

1. Are their skills the same? How do they differ?
2. Which student is most at risk?

### Nonsense Word Fluency Video Illustration 1: Tommy

Listen and follow along to Tommy taking the Nonsense Word Fluency test.

u k	s o t	p e z	h u s	s a v	___/14
m o l	w u f	b a v	f i k	m a k	___/15
r a v	n i d	r e v	z e d	v a f	___/15
n o p	j i p	k e p	d i f	s u s	___/15
m i n	l u s	t o t	o g	e f	___/13
					Total 72

### Nonsense Word Fluency Video Illustration 2: Angelica

Now listen and follow along to Angelica taking the same Nonsense Word Fluency test.

u k	s o t	p e z	h u s	s a v	___/14
m o l	w u f	b a v	f i k	m a k	___/15
r a v	n i d	r e v	z e d	v a f	___/15
n o p	j i p	k e p	d i f	s u s	___/15
					Total 59

1. Are their skills the same? How do they differ?
2. Which student is most at risk?

## Things You Need Before Testing

For all the Early Literacy tests, three major tasks that must be completed for efficient and accurate assessment:

1. Understanding the typical timeframe for administering specific tests.
2. Getting the necessary testing materials; and
3. Arranging the test environment.

### Understanding the Typical Timeframe

Because early literacy assessment is based on a mastery monitoring approach, different tests are given at different developmental timeframes. The following table illustrates when the Early Literacy measures and reading are intended to be given during Kindergarten and Grade 1.

### Recommended AIMSweb Early Literacy Assessment Schedule

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
Beginning Sound Fluency (optional)	Beginning Sound Fluency				
Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency		
	Letter Sound Fluency	Letter Sound Fluency	Letter Sound Fluency		
	Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	
	Nonsense Words Fluency (optional)	Nonsense Words Fluency	Nonsense Words Fluency	Nonsense Words Fluency	Nonsense Words Fluency
				R-CBM	R-CBM

It should be noted that the number of tests given varies by the developmental period. For example, at the beginning of Kindergarten, typically only 1 test is given (Letter Names). In contrast, during the Winter Kindergarten period, students typically are administered 3-4 early literacy measures.

It also should be noted these timeframes can be adjusted to suit specific learning communities. For example, in low-reading communities, it may be desirable to continue administering Nonsense Words beyond Grade 1. Alternately, the Phonemic Segmentation task may continue to be given during the Spring of Grade 1 in low reading communities.

## Getting the Early Literacy Assessment Materials You Need

The *AIMSweb* Early Literacy Measures are available as downloads in Adobe Acrobat (pdf format) as part of the *AIMSweb* subscription. A standard set of assessment materials in the form of individual test booklets that are based on the recommended timelines presented in this workbook is available. Test booklets are available in 2 fonts most commonly used in early literacy materials. Users may download the materials that best match their curriculum. Again, it should be noted that DIBELS testing materials can be used with the *AIMSweb* system.

## Arranging the Testing Environment

Getting accurate results depends on how the assessment environment is arranged. All *AIMSweb* early literacy testing is conducted 1 to 1. Because Kindergarten and Grade 1 students often are easily distracted and because some of the tests require listening to orally presented sounds, the testing should occur in a set-aside place that is quiet and away from distractions. It is preferable that students are tested at a small table or at the corner of a large table.

## Helpful Hints While Administering Early Literacy Measures

- Make sure the testing environment is quiet and free from distractions. Students must be able to hear the examiner during the Phonemic Segmentation Fluency task.
- Complete reliability checks before data collection with all examiners to ensure reliable administration. Additional reliability checks should be done at least once/year for all examiners, even those familiar with testing.
- If possible, try to have the same examiner during each Benchmark period test the same students. Younger children tend to perform better with familiar examiners. Periodic reliability checks will help with examiner “drift,” or a tendency to provide additional assistance when you know a child is capable of completing more of each task.



## Administration and Scoring of Early Literacy Measures

# Letter Naming Fluency

The Letter Naming Fluency task requires students to identify as many upper and lower case letter names as they can in 1 minute. The task is appropriate to administer to students at the beginning, middle, and end of Kindergarten, and the beginning of First Grade as illustrated below.

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency		

## Before Testing

### Specific Materials Arranged

- Student copy of Letter Naming Fluency—Preferably with font matched to early literacy curriculum.
- Examiner copy of Letter Naming Fluency for scoring—Preferably with font matched to early literacy curriculum.
- Clipboard to provide a hard surface for recording student answers.
- Stopwatch.
- Tape recorder (optional) to aid in any scoring questions or for qualitative analysis.

The Student copy and Examiner copy are identical for Letter Naming Fluency. A Student copy is shown in the accompanying Figure. The copy is reduced in size to save space.

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

### Testing Environment Arranged

## During Testing

The *AIMSweb* Letter Naming Fluency Task is a standardized test. Therefore, these specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

### Letter Naming Fluency Standard Directions for 1- Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.
3. Say these specific directions to the student:
 

*“Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the names of as many letters as you can. If you come to a letter you don’t know, I’ll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin.”*
4. Start your stopwatch. If the student fails to say the first letter name after 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter to indicate for the child to move on.
5. If the student provides the letter sound rather than the letter name say, *“Remember to tell me the letter name, not the sound it makes.”* This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and indicate by making a note at the top of the examiner copy.
6. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash (/) through letters named incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter with 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter and say, *“what letter?”*
9. At the end of 1 minute, place a bracket ( ] ) after the last letter named and say, *“Stop.”*

## Things You Need To Do After Testing: Scoring

It is important that results are scored immediately after the 1 minute testing is completed to ensure accurate results. Students receive 1 point for every *correct letter* named in 1 minute.

### General Scoring Rules

#### WHAT IS A CORRECT LETTER NAME?

- A correctly named letter.
- Confused I's and L's as a function of font. Letters that look alike will have different names depending on the font and case. For these letters, either name is considered correct.
- Self-Corrections. If a student makes an error and corrects him/herself within 3 seconds, write "SC" above the letter and do not count it as an error.

**NOTE: Articulation and Dialect.** A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ and pronounces "thee" for "see" when naming the letter "C," he/she should be given credit for naming the letter correctly. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

#### WHAT IS AN INCORRECT LETTER NAME?

- *Substitutions* of a different letter for the stimulus letter (e.g., "P" for "D").
- *Omissions* of a letter.
- *Stops* or struggles with a letter for more than 3 seconds.

**NOTE: Skipped Row.** If a student skips an entire row, draw a line through the row and do not count the row in scoring.

### Letter Naming Fluency Video Practice Example 1: Jason

i	s	H	U	m	p	U	n	C	C
K	k	A	O	F	f	n	E	B	N
G	p	k	p	A	h	C	e	G	D
k	L	X	o	h	I	f	W	b	k
r	A	E	L	c	n	C	u	Q	m
E	m	S	h	z	x	m	a	Y	z

1. Count the total number of letters the student read \_\_\_\_\_
2. Count the number of errors and subtract \_\_\_\_\_
3. Total number letters named correctly \_\_\_\_\_

## Letter Naming Fluency Video Practice Example 1 Answer Key: Jason

<del>i</del>	s	H	<del>U</del>	m	p	U	<del>r</del>	C	C
K	k	A	O	F	f	<del>r</del>	<del>E</del>	B	<del>N</del>
<del>G</del>	p	k	p	A	h	C	<del>r</del> ]	G	D
k	L	X	o	h	I	f	W	b	k
r	A	E	L	c	n	C	u	Q	m
E	m	S	h	z	x	m	a	Y	z

Total number of words the student read = 28  
 Count the number of errors and subtract = 8  
 Total number of letters named correctly = 20

## Letter Naming Fluency Video Practice Example 2: Dakota

i	s	H	U	m	p	U	n	C	C
K	k	A	O	F	f	n	E	B	N
G	p	k	p	A	h	C	e	G	D
k	L	X	o	h	I	f	W	b	k
r	A	E	L	c	n	C	u	Q	m
E	m	S	h	z	x	m	a	Y	z

1. Count the total number of letters the student read \_\_\_\_\_
2. Count the number of errors and subtract \_\_\_\_\_
3. Total number letters named correctly \_\_\_\_\_

## Letter Naming Fluency Video Practice Example 2 Answer Key: Dakota

i	s	H	U	m	p	U	n	C	C
K	k	A	O	F	f	n	E	B	N
G	p	k	p	A	h	C	e	G	<del>N</del>
k	L	X	o	h	I	f	W	<del>r</del>	k ]
r	A	E	L	c	n	C	u	Q	m
E	m	S	h	z	x	m	a	Y	z

Total number of words the student read = 40  
 Count the number of errors and subtract = 2  
 Total number of letters named correctly = 38

## Checking Out Accuracy in Test Administration

Getting accurate student results should not depend on who tests the students. If we use the standardized instructions and score correctly, different examiners should obtain about the same results. To ensure that examiners are consistent in administration and scoring, we recommend “check outs,” the process of observing each other administer Letter Naming. We use an accuracy of implementation rating scale (AIRS) like the one in the Appendix. After we watch a trainee administer Letter Naming, we complete an AIRS and provide feedback on accurate and consistent standardized testing.

### Figuring Out Inter-Scorer Agreement

Because no test is perfectly reliable, we need to know how much different examiners agree. This process of obtaining inter-scoring agreement is done during and after training to ensure that examiners are consistent examiners.

A simple formula for calculating inter-rater agreement is:

$$\text{Agreements}/(\text{Agreements} + \text{Disagreements}) \times 100$$

For 2 examiners who scored Jason’s as 20 Correct Letters and 19 Correct Letters, their inter-rater agreement would be 95% as follows:

They agreed that Jason read 19 of the letters correct.

They disagreed on 1 letter correct.

$$\text{Agreements (19)}/\text{Agreements} + \text{Disagreements (19 + 1)} = 19/20 = .95$$

$$\times 100 = 95\%$$

Inter-scorer agreement can be determined for more than 1 pair of examiners. Each pair of scores are compared for agreements and disagreements, and then entered into the formula. For examples, see the *AIMSweb* Administration and Scoring of R-CBM Workbook.

### Inter-Scorer Agreement Practice

Compare your scores for Dakota with a partner and compute Inter-Scorer Agreement.

Your Score \_\_\_\_\_ Correct Letters.

Your Partner’s Score \_\_\_\_\_ Correct Letters.

$$\text{Agreements (_____)}/\text{Agreements} + \text{Disagreements (____ + ____)} = \text{____}/$$

$$\text{_____} = .\text{_____} \times 100 = \text{_____}\%$$

# Letter Sound Fluency

The Letter Sound Fluency task requires students to identify as many lower case letter sounds as they can in 1 minute. The task is appropriate to administer to students at the middle and end of Kindergarten, and the beginning of First Grade, as illustrated below.

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
	Letter Sound Fluency	Letter Sound Fluency	Letter Sound Fluency		

## Before Testing

### Specific Materials Arranged

- Student copy of Letter Sound Fluency –Preferably with font matched to early literacy curriculum
- Examiner copy of Letter Sound Fluency for scoring-- Preferably with font matched to early literacy curriculum
- Clipboard to provide a hard surface for recording student answers
- Stopwatch
- Tape recorder (optional) to aid in any scoring questions or for qualitative analysis

The Student copy and Examiner copy are identical for the Letter Sound Fluency task. A Student copy is shown in the accompanying Figure. The copy is reduced in size to save space.

m	s	i	z	b	n	k	h	f	o
l	i	o	s	o	y	t	v	e	d
m	j	p	s	a	m	l	w	v	o
z	m	s	e	d	r	l	u	c	n
t	r	m	w	k	t	m	o	f	g
a	p	s	d	w	f	h	f	e	w
k	b	c	v	y	z	h	a	g	b
a	l	u	e	l	g	g	b	h	u
w	v	j	n	t	j	b	c	u	y
n	o	r	p	l	t	y	z	r	j

### Testing Environment Arranged

## During Testing

The *AIMSweb* Letter Sounds is a standardized test. Therefore, these specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

### Letter Sound Fluency Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.
3. Say these specific directions to the student:
 

*“Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the sounds (with emphasis) of as many letters as you can. If you come to a letter you don’t know I’ll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin.”*
4. Start your stopwatch. If the student fails to say the first letter sound after 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, “what sound” (with emphasis) to indicate for the child to move on.
5. If the student says the letter name rather than the letter sound say, *“Remember to tell me the sound (with emphasis) the letter makes, not its name”*. This prompt may be provided once during the administration. If the student continues providing letter names, mark each letter as incorrect and make a note at the top of the examiner copy.
6. If the student does not get any correct letter sounds within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash (/) through letters sounds given incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter sound with 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, *“what sound?”*
9. At the end of 1 minute, place a bracket ( ) after the last letter named and say, *“Stop.”*

## Things You Need To Do After Testing: Scoring

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It is important that results are scored immediately after the 1-minute testing is completed to ensure accurate results. Students receive 1 point for every correct sound provided in 1 minute.

### General Scoring Rules

#### WHAT IS A CORRECT LETTER SOUND?

- Students must provide the most COMMON sound of the letter. A pronunciation guide for most common sounds is in the appendix.

For example, /a/ would be the /a/ as in /CAT/ or /APPLE/ not the sound of /a/ as in /APE/

- Confused I's and L's a function of font. These letters that look alike would have different sounds depending on the font and case. For these letters, either sound is considered correct.
- Self-Corrections. If a student makes an error and corrects him/herself within 3 seconds, write "SC" above the letter and do not count it as an error.

*NOTE: Articulation and Dialect. A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ and pronounces "thee" for "see" when naming the letter "C", he/she should be given credit for naming the letter correctly. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.*

#### WHAT IS AN INCORRECT LETTER SOUND?

- *Substitutes a different sound* for the stimulus letter sound.

For example, /puh/ would when the letter was /D/

- *Substitutes the less common sound* for the stimulus letter sound.

For example, the /a/ pronounced as in /APE/

- *Omission* of a letter sound
- *Stops or struggles* with a letter sound for more than 3 seconds.

*NOTE: Skipped Row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.*

## Letter Sound Fluency Video Practice Example 1: Dakota

e	r	i	t	n	u	n	n	c	k
p	a	m	f	k	n	e	b	n	g
e	k	p	a	h	c	e	d	d	w
w	p	m	j	g	v	a	c	m	t
f	e	a	u	c	t	o	m	e	m
s	w	e	r	m	t	y	t	k	m
w	f	w	h	i	f	w	b	a	t

1. Count the total number of letter sounds read \_\_\_\_\_
2. Count the number of errors and subtract \_\_\_\_\_
3. Total the number of letter sounds read correctly \_\_\_\_\_

## Letter Sound Fluency Video Practice Example 1 Answer Key: Dakota

<del>e</del>	<del>r</del>	<del>i</del>	t	<del>n</del>	<del>u</del>	<del>n</del>	<del>n</del>	<del>c</del>	k
p	a	m	f	k	<del>n</del>	<del>e</del>	b	<del>n</del>	<del>g</del>
<del>e</del>	k	p	a	h	c	e	d	d	w
w	p	m	j	g	v	a	c	m	t
f	e	a	u	c	t	o	m	e	m
s	w	e	r	m	t	y	t	k	m
w	f	w	h	i	f	w	b	a	t

- Total number of letter sounds the student read = 21  
 Count the number of errors and subtract = 13  
 Total number of letter sounds read named correctly = 8

## Letter Sound Fluency Video Practice Example 2: Angelica

e	r	i	t	n	u	n	n	c	k
p	a	m	f	k	n	e	b	n	g
e	k	p	a	h	c	e	d	d	w
w	p	m	j	g	v	a	c	m	t
f	e	a	u	c	t	o	m	e	m
s	w	e	r	m	t	y	t	k	m
w	f	w	h	i	f	w	b	a	t
y	l	l	d	f	t	g	v	n	e

1. Count the total number of letter sounds read \_\_\_\_\_
2. Count the number of errors and subtract \_\_\_\_\_
3. Total the number of letter sounds read correctly \_\_\_\_\_

## Letter Sound Fluency Video Practice Example 2 Answer Key: Angelica

<del>e</del>	r	i	t	n	u	n	n	c	k
p	a	m	f	k	n	<del>e</del>	b	n	g
<del>e</del>	k	p	a	h	c	e	d	d	w
w	p	m	j	g	v	a	c	m	t
f	<del>e</del>	a	u	c	t	o	m	e	m
s	w	e	r	m	t	y	t	k	m
w	f	w	h	i	f	w	b	a	t
y	l	l	d	f	t	g	v	n	e

Total number of letter sounds the student read = 46

Count the number of errors and subtract = 4

Total number of letters letter sounds read correctly = 42

## Checking Out Accuracy in Test Administration

A copy of the Accuracy of Implementation Rating Scale (AIRS) for Letter Sound Fluency is in the Appendix.

### Inter-Scorer Agreement Practice

Compare your scores for Angelica with a partner and compute Inter-Scorer Agreement.

Your Score \_\_\_\_\_ Correct Sounds

Your Partner's Score \_\_\_\_\_ Correct Sounds

Agreements (\_\_\_\_)/Agreements + Disagreements (\_\_\_\_ + \_\_\_\_)= \_\_\_\_/

\_\_\_\_\_ = .\_\_\_\_\_ x 100 = \_\_\_\_\_%

# Phonemic Segmentation Fluency

The *AIMSweb* Phonemic Segmentation Fluency task requires students to say the sounds in words presented orally by an examiner. The task is appropriate to administer to students at the middle and end of Kindergarten, and the beginning and middle of First Grade as shown below.

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
	Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	

## Before Testing

### Specific Materials Arranged

- Examiner copy of Phonemic Segmentation Fluency
- Clipboard to provide a hard surface for recording student responses
- Stopwatch
- Tape recorder (optional)

An Examiner Copy is shown in the accompanying Figure. The copy is reduced in size to save space. Students do not have stimulus materials to look at for this task. They listen to the examiner present words orally.

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	____/6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	____/6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	____/6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	____/7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	____/6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	____/7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	____/6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	____/6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	____/6
jet	/j/ /e/ /t/	of	/o/ /v/	____/5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	____/7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	____/7
				Total ____/75

### Testing Environment Arranged

## During Testing

The *AIMSweb* Phonemic Segmentation Fluency Task is a standardized test. Therefore, these specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

### Phonemic Segmentation Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position it so that the student cannot see what the examiner records.
2. Say these specific directions 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 (one-second pause). Tell me the sounds in “mop.”*

<b>CORRECT RESPONSE:</b> If student says, /m/ /o/ /p/, you say	<b>INCORRECT RESPONSE:</b> If student gives any other response, you say,
Very good.	The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop”.

*“OK. Here is your first word.”*

3. Give the student the first word and start your stopwatch. If the student does not say a sound segment after 3 seconds, give the second word and score the first word as zero segments produced.
4. As the student says the sounds, mark the student response in the scoring column. Underline (\_\_\_) each sound segment produced correctly. Put a slash (/) through sounds produced incorrectly.
5. As soon as the student is finished saying the sounds, present the next word promptly and clearly.
6. The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment within 3 seconds, give the student the next word. If student provides the initial sound only, wait 3 seconds for elaboration.
7. At the end of 1 minute, stop presenting words and scoring further responses. Place a bracket (]) after the last segment produced. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

**DISCONTINUE RULE:** If a student has not given any sound segments correctly in the *first 5 words*, discontinue the task and record a score of zero (0).

**Note: Articulation and Dialect.** *The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, i.e. /r/ /e/ /th/ /t/ for “rest,” he or she should be given credit for correct segmentation. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.*

# Things You Need To Do After Testing: Scoring

It is important that results are scored immediately after the 1-minute testing is completed to ensure accurate results. Students receive 1 point for every *correct segment* provided in 1 minute.

## General Scoring Rules

### WHAT IS A CORRECT SEGMENT?

There are multiple ways a correct segment can be scored. Students may receive credit for any different, correct, part of the word represented by sounds that correspond to the word part. Students may receive credit for complete segmentation, incomplete segmentation, and overlapping segmentation. Schwa sounds, additions, and elongated sounds also are not counted as errors.

- **Complete segmentation:** The student is given credit for each correct sound segment produced correctly. The underline indicates the size of the sound segment. For example:

Examiner says “trick,” student says “t..r..i..ck”  
 Examiner says “cat,” student says “c..a..t”

Word	Student Says	Scoring	Correct Segments
trick	“t..r..i..ck”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u>	4/4
cat	“c..a..t”	<u>/k/</u> <u>/a/</u> <u>/t/</u>	3/3

- **Incomplete segmentation:** The student is given credit for each correct sound segment produced correctly, even if they have not segmented to the phoneme level. The underline indicates the size of the sound segment. For example:

Examiner says “trick,” student says “tr...ick”  
 Examiner says “cat,” student says “c...at”

Word	Student Says	Scoring	Correct Segments
trick	“tr...ick”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u>	2/4
cat	“c...at”	<u>/k/</u> <u>/a/</u> <u>/t/</u>	2/3

- **Overlapping segmentation:** The student receives credit for each different correct sound segment of the word. Thus, /tri/ and /ick/ are both different, correct sound segments of “trick.” For example,

Examiner says “trick,” student says “tri...ick”

Examiner says “cat,” student says “c...cat”

Word	Student Says	Scoring	Correct Segments
trick	“tri...ick”	<u>/t/</u> /r/ /i/ <u>/k/</u>	2/4
cat	“c...cat”	<u>/k/</u> /a/ <u>/t/</u>	1/3

- **Schwa Sounds.** Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.

No Error:

Examiner says “trick,” student says “tu...ru...i...ku”

Examiner says “cat,” student says “ku...a...tu”

Word	Student Says	Scoring	Correct Segments
trick	“tu...ru...i...ku”	<u>/t/</u> /r/ /i/ <u>/k/</u>	4/4
cat	“ku...a...tu”	<u>/k/</u> /a/ <u>/t/</u>	3/3

- **Additions.** Additions are not counted as errors if they are separated from the other sounds in the word.

No Error:

Examiner says “trick,” student says “t...r...i...ck...s”

Examiner says “cat,” student says “s...c...a...t”

Word	Student Says	Scoring	Correct Segments
trick	“t...r...i...ck...s”	<u>/t/</u> /r/ /i/ <u>/k/</u>	4/4
cat	“s...c...a...t”	<u>/k/</u> /a/ <u>/t/</u>	3/3

- **Articulation and Dialect.** Imperfect pronunciations due to dialect or articulation are not counted as errors.

No Error:

Examiner says “rest,” student says “r...e...th...t”

Word	Student Says	Scoring	Correct Segments
rest	“r...e...th...t”	<u>/r/</u> <u>/e/</u> /s/ <u>/t/</u>	4/4

- **Elongated Sounds.** The student may elongate the individual sounds and run them together as long as it is clear he or she is aware of each sound individually. For example, if the student says, “rrrrrrreeeeessstttt,” they would receive credit for 4 phonemes produced correctly, /r/ /e/ /s/ /t/. This is a professional judgment and should be based on the student's responses and prior knowledge of the student's learning.

For example,

Examiner says “rest,” student says “rrrrrrreeeeessstttt”

Word	Student Says	Scoring	Correct Segments
rest	“rrrrrrreeeeessstttt”	<u>/r/</u> <u>/e/</u> <u>/s/</u> <u>/t/</u>	4/4

### WHAT IS NOT A CORRECT SEGMENT?

Students are not given credit for omitted segments, no segmentation, or mispronunciations.

- **Omissions.** The student does not receive credit for sound segments that are not produced. If student provides the initial sound only, be sure to wait 3 seconds for elaboration. For example,

Examiner says “trick,” student says “t...ick”

Examiner says “cat,” student says “c”...(3 seconds)

Word	Student Says	Scoring	Correct Segments
trick	“t...ick”	<u>/t/</u> <del>/r/</del> <u>/i/</u> <u>/k/</u>	2/4
cat	“c”...(3 seconds)	<u>/k/</u> <del>/a/</del> <del>/t/</del>	1/3

- **No segmentation:** If the student repeats the entire word, no credit is given for any correct parts. For example,

Examiner says “trick,” student says “trick”

Examiner says “cat,” student says “cat”

Word	Student Says	Scoring	Correct Segments
trick	“trick”	<del>/t/</del> <del>/r/</del> <del>/i/</del> <del>/k/</del>	0/4
cat	“cat”	<del>/k/</del> <del>/a/</del> <del>/t/</del>	0/3

- **Segment mispronunciation:** The student does not receive credit for sound segments that are mispronounced. There is no /ks/ sound segment in the word “trick.” For example,

Examiner says “trick,” student says “t...r...i...ks”

Examiner says “cat,” student says “b...a...t”

Word	Student Says	Scoring	Correct Segments
trick	“t...r...i...ks”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <del>/k/</del>	3/4
cat	“b...a...t”	<del>/k/</del> <u>/a/</u> <u>/t/</u>	2/3

### Phonemic Segmentation Fluency Video Practice Example 1: Dakota

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	____/6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	____/6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	____/6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	____/7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	____/6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	____/7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	____/6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	____/6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	____/6
jet	/j/ /e/ /t/	of	/o/ /v/	____/5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	____/7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	____/7
				Total ____/75

1. Count the total number of segments correct \_\_\_\_\_

**Phonemic Segmentation Fluency Video Practice Example 1**  
**Answer Key: Dakota**

bad	<u>/b/</u> <del>/d/</del> <del>/d/</del>	lock	<u>/l/</u> <u>/o/</u> <u>/k/</u>	<u>4/6</u>
that	<u>/TH/</u> <u>/a/</u> <u>/t/</u>	pick	<u>/p/</u> <u>/i/</u> <u>/k/</u>	<u>6/6</u>
mine	<u>/m/</u> <u>/ie/</u> <u>/n/</u>	noise	<u>/n/</u> <u>/oi/</u> <u>/z/</u>	<u>6/6</u>
coat	<u>/k/</u> <u>/oa/</u> <u>/t/</u>	spin	<u>/s/</u> <u>/p/</u> <u>/i/</u> <u>/n/</u>	<u>6/7</u>
meet	<u>/m/</u> <u>/ea/</u> <u>/t/</u>	ran	<u>/r/</u> <u>/a/</u> <u>/n/</u>	<u>4/6</u>
wild	<u>/w/</u> <u>/ie/</u> <u>/l/</u> <u>/d/</u>	dawn	<u>/d/</u> <u>/o/</u> <u>/n/</u>	<u>6/7</u>
woke	<u>/w/</u> <u>/oa/</u> <u>/k/</u>	sign	<u>/s/</u> <u>/ie/</u> <u>/n/</u>	<u>6/6</u>
fat	<u>/f/</u> <u>/a/</u> <u>/t/</u>	wait	<u>/w/</u> <u>/ai/</u> <u>/t/</u>	<u>6/6</u>
side	<u>/s/</u> <u>/ie/</u> <u>/d/</u>	yell	<u>/y/</u> <u>/e/</u> <u>/l/</u>	<u>5/6</u>
jet	<u>/j/</u> <u>/e/</u> <u>/t/</u>	of	<del>/o/</del> <del>/f/</del>	<u>2/5</u>
land	<u>/l/</u> <u>/a/</u> <u>/n/</u> <u>/d/</u>	wheel	<u>/w/</u> <u>/ea/</u> <u>/l/</u>	____/7
beach	<u>/b/</u> <u>/ea/</u> <u>/ch/</u>	globe	<u>/g/</u> <u>/l/</u> <u>/oa/</u> <u>/b/</u>	____/7
				Total 53/75

Total number of segments correct = 53

**Phonemic Segmentation Fluency Video Practice Example 2: Tommy**

bad	<u>/b/</u> <u>/a/</u> <u>/d/</u>	lock	<u>/l/</u> <u>/o/</u> <u>/k/</u>	____/6
that	<u>/TH/</u> <u>/a/</u> <u>/t/</u>	pick	<u>/p/</u> <u>/i/</u> <u>/k/</u>	____/6
mine	<u>/m/</u> <u>/ie/</u> <u>/n/</u>	noise	<u>/n/</u> <u>/oi/</u> <u>/z/</u>	____/6
coat	<u>/k/</u> <u>/oa/</u> <u>/t/</u>	spin	<u>/s/</u> <u>/p/</u> <u>/i/</u> <u>/n/</u>	____/7
meet	<u>/m/</u> <u>/ea/</u> <u>/t/</u>	ran	<u>/r/</u> <u>/a/</u> <u>/n/</u>	____/6
wild	<u>/w/</u> <u>/ie/</u> <u>/l/</u> <u>/d/</u>	dawn	<u>/d/</u> <u>/o/</u> <u>/n/</u>	____/7
woke	<u>/w/</u> <u>/oa/</u> <u>/k/</u>	sign	<u>/s/</u> <u>/ie/</u> <u>/n/</u>	____/6
fat	<u>/f/</u> <u>/a/</u> <u>/t/</u>	wait	<u>/w/</u> <u>/ai/</u> <u>/t/</u>	____/6
side	<u>/s/</u> <u>/ie/</u> <u>/d/</u>	yell	<u>/y/</u> <u>/e/</u> <u>/l/</u>	____/6
jet	<u>/j/</u> <u>/e/</u> <u>/t/</u>	of	<u>/o/</u> <u>/v/</u>	____/5
land	<u>/l/</u> <u>/a/</u> <u>/n/</u> <u>/d/</u>	wheel	<u>/w/</u> <u>/ea/</u> <u>/l/</u>	____/7
beach	<u>/b/</u> <u>/ea/</u> <u>/ch/</u>	globe	<u>/g/</u> <u>/l/</u> <u>/oa/</u> <u>/b/</u>	____/7
				Total ____/75

1. Count the total number of segments correct \_\_\_\_\_

## Phonemic Segmentation Fluency Video Practice Example 2

### Answer Key: Tommy

bad	<u>/b/</u> <u>/a/</u> <u>/d/</u>	lock	<u>/l/</u> <u>/o/</u> <u>/k/</u>	<u>6/6</u>
that	<u>/TH/</u> <u>/a/</u> <u>/t/</u>	pick	<u>/p/</u> <u>/i/</u> <u>/k/</u>	<u>6/6</u>
mine	<u>/m/</u> <u>/ie/</u> <u>/n/</u>	noise	<u>/n/</u> <u>/oi/</u> <u>/z/</u>	<u>5/6</u>
coat	<u>/k/</u> <u>/oa/</u> <u>/t/</u>	spin	<u>/s/</u> <u>/p/</u> <u>/i/</u> <u>/n/</u>	<u>6/6</u>
meet	<u>/m/</u> <u>/ea/</u> <u>/t/</u>	ran	<u>/r/</u> <u>/a/</u> <u>/n/</u>	<u>4/6</u>
wild	<u>/w/</u> <u>/ie/</u> <u>/l/</u> <u>/d/</u>	dawn	<u>/d/</u> <u>/o/</u> <u>/n/</u>	<u>6/7</u>
woke	<u>/w/</u> <u>/oa/</u> <u>/k/</u>	sign	<u>/s/</u> <u>/ie/</u> <u>/n/</u>	<u>5/6</u>
fat	<u>/f/</u> <u>/a/</u> <u>/t/</u>	wait	<u>/w/</u> <u>/ai/</u> <u>/t/</u>	<u>6/6</u>
side	<u>/s/</u> <u>/ie/</u> <u>/d/</u>	yell	<u>/y/</u> <u>/e/</u> <u>/l/</u>	<u>5/6</u>
jet	<u>/j/</u> <u>/e/</u> <u>/t/</u>	of	<u>/o/</u> <u>/v/</u> ]	<u>5/5</u>
land	<u>/l/</u> <u>/a/</u> <u>/n/</u> <u>/d/</u>	wheel	<u>/w/</u> <u>/ea/</u> <u>/l/</u>	<u>    </u> /7
beach	<u>/b/</u> <u>/ea/</u> <u>/ch/</u>	globe	<u>/g/</u> <u>/l/</u> <u>/oa/</u> <u>/b/</u>	<u>    </u> /7
				Total <u>55/75</u>

Total number of segments correct = 55

## Phonemic Segmentation Fluency Video Practice Example 3: Angelica

bad	<u>/b/</u> <u>/a/</u> <u>/d/</u>	lock	<u>/l/</u> <u>/o/</u> <u>/k/</u>	<u>    </u> /6
that	<u>/TH/</u> <u>/a/</u> <u>/t/</u>	pick	<u>/p/</u> <u>/i/</u> <u>/k/</u>	<u>    </u> /6
mine	<u>/m/</u> <u>/ie/</u> <u>/n/</u>	noise	<u>/n/</u> <u>/oi/</u> <u>/z/</u>	<u>    </u> /6
coat	<u>/k/</u> <u>/oa/</u> <u>/t/</u>	spin	<u>/s/</u> <u>/p/</u> <u>/i/</u> <u>/n/</u>	<u>    </u> /7
meet	<u>/m/</u> <u>/ea/</u> <u>/t/</u>	ran	<u>/r/</u> <u>/a/</u> <u>/n/</u>	<u>    </u> /6
wild	<u>/w/</u> <u>/ie/</u> <u>/l/</u> <u>/d/</u>	dawn	<u>/d/</u> <u>/o/</u> <u>/n/</u>	<u>    </u> /7
woke	<u>/w/</u> <u>/oa/</u> <u>/k/</u>	sign	<u>/s/</u> <u>/ie/</u> <u>/n/</u>	<u>    </u> /6
fat	<u>/f/</u> <u>/a/</u> <u>/t/</u>	wait	<u>/w/</u> <u>/ai/</u> <u>/t/</u>	<u>    </u> /6
side	<u>/s/</u> <u>/ie/</u> <u>/d/</u>	yell	<u>/y/</u> <u>/e/</u> <u>/l/</u>	<u>    </u> /6
jet	<u>/j/</u> <u>/e/</u> <u>/t/</u>	of	<u>/o/</u> <u>/v/</u>	<u>    </u> /5
land	<u>/l/</u> <u>/a/</u> <u>/n/</u> <u>/d/</u>	wheel	<u>/w/</u> <u>/ea/</u> <u>/l/</u>	<u>    </u> /7
beach	<u>/b/</u> <u>/ea/</u> <u>/ch/</u>	globe	<u>/g/</u> <u>/l/</u> <u>/oa/</u> <u>/b/</u>	<u>    </u> /7
				Total <u>    </u> /75

1. Count the total number of segments correct

### Phonemic Segmentation Fluency Video Practice Example 3 Answer Key: Angelica

bad	<u>/b/</u> <u>/a/</u> <u>/d/</u>	lock	<u>/l/</u> <u>/o/</u> <u>/k/</u>	<u>6/6</u>
that	<u>/TH/</u> <u>/a/</u> <u>/t/</u>	pick	<u>/p/</u> <u>/i/</u> <u>/k/</u>	<u>6/6</u>
mine	<u>/m/</u> <u>/ie/</u> <u>/n/</u>	noise	<u>/n/</u> <del>/o/</del> <u>/z/</u>	<u>5/6</u>
coat	<u>/k/</u> <u>/oa/</u> <u>/t/</u>	spin	<u>/s/</u> <u>/p/</u> <u>/i/</u> <u>/n/</u>	<u>7/7</u>
meet	<u>/m/</u> <u>/ea/</u> <u>/t/</u>	ran	<u>/r/</u> <u>/a/</u> <u>/n/</u>	<u>6/6</u>
wild	<u>/w/</u> <u>/ie/</u> <u>/l/</u> <u>/d/</u>	dawn	<u>/d/</u> <u>/o/</u> <u>/n/</u>	<u>7/7</u>
woke	<u>/w/</u> <u>/oa/</u> <u>/k/</u>	sign	<u>/s/</u> <u>/ie/</u> <u>/n/</u>	<u>6/6</u>
fat	<u>/f/</u> <u>/a/</u> <u>/t/</u> ]	wait	<u>/w/</u> <u>/ai/</u> <u>/t/</u>	<u>3/6</u>
side	<u>/s/</u> <u>/ie/</u> <u>/d/</u>	yell	<u>/y/</u> <u>/e/</u> <u>/l/</u>	<u>    /6</u>
jet	<u>/j/</u> <u>/e/</u> <u>/t/</u>	of	<u>/o/</u> <u>/v/</u>	<u>    /5</u>
land	<u>/l/</u> <u>/a/</u> <u>/n/</u> <u>/d/</u>	wheel	<u>/w/</u> <u>/ea/</u> <u>/l/</u>	<u>    /7</u>
beach	<u>/b/</u> <u>/ea/</u> <u>/ch/</u>	globe	<u>/g/</u> <u>/l/</u> <u>/oa/</u> <u>/b/</u>	<u>    /7</u>
				Total 46/75

Total number of segments correct = 46

## Checking Out Accuracy in Test Administration

A copy of the Accuracy of Implementation Rating Scale (AIRS) for Phonemic Segmentation is in the Appendix.

### Inter-Scorer Agreement Practice

Compare your scores for Angelica with a partner and compute Inter-Scorer Agreement.

Your Score                 Correct Segments

Your Partner's Score        Correct Segments

Agreements (    )/Agreements + Disagreements (     +     )=     /

     = .     x 100 =     %

# Nonsense Word Fluency

The *AIMSweb* Nonsense Word Fluency task requires students to identify and say the sounds in non-real words for 1 minute. The task is appropriate to administer to students at the middle and end of Kindergarten, and the beginning, middle, and end of First Grade. It may be appropriate for monitoring the progress of older children with low skills in letter-sound correspondence as illustrated below.

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
	Nonsense Word Fluency	Nonsense Word Fluency	Nonsense Word Fluency	Nonsense Word Fluency	Nonsense Word Fluency

## Before Testing

### Specific Materials Arranged

- Student copy of Nonsense Word Fluency—Preferably with font matched to early literacy curriculum
- Examiner copy of Nonsense Word Fluency- Practice Example
- Practice examples
- Clipboard to provide a hard surface for recording student answers
- Stopwatch.
- Tape recorder (optional to aid in scoring or for qualitative analysis of answers)

A Student copy and Examiner copy are shown in the accompanying Figure. The copies are reduced in size to save space.

Student					Examiner					
tob	dos	et	tuf	kej	t o b	d o s	e t	t u f	k e j	___/14
mun	ik	saf	naf	mid	m u n	i k	s a f	n a f	m i d	___/14
jag	vof	biv	sel	yic	j a g	v o f	b i v	s e l	y i c	___/15
liv	hef	zis	jom	vaj	l i v	h e f	z i s	j o m	v a j	___/15
raj	ak	kuj	rit	hik	r a j	a k	k u j	r i t	h i k	___/14
buj	vog	kap	daf	doz	b u j	v o g	k a p	d a f	d o z	___/15
sig	zog	meb	kag	lin	s i g	z o g	m e b	k a g	l i n	___/15
mup	tik	zok	eg	fub	m u p	t i k	z o k	e g	f u b	___/14
hoc	wik	fup	reg	yem	h o c	w i k	f u p	r e g	y e m	___/15
toj	mam	en	zez	hij	t o j	m a m	e n	z e z	h i j	___/14
zuz	fez	dut	nas	wus	z u z	f e z	d u t	n a s	w u s	___/15
nos	yez	neg	ek	jal	n o s	y e z	n e g	e k	j a l	___/14
ak	vib	ic	tak	hul	a k	v i b	i c	t a k	h u l	___/13
kan	hez	piv	az	vuv	k a n	h e z	p i v	a z	v u v	___/14
tej	wiv	pik	fif	koj	t e j	w i v	p i k	f i f	k o j	___/15
					Total ___/216					

## Testing Environment Arranged

## During Testing

The *AIMSweb* Nonsense Word Fluency Task is a standardized test. Therefore, these specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

### Nonsense Word Fluency Standard Directions for 1-Minute Administration

- Place the practice items in front of the child. An example of the practice items is shown below. The copy has been reduced in size to save space.

#### Nonsense Word Practice Items

bim      lat

- Explain the task using these specific directions:

*“Look at this word (point to the first word on the practice probe). It’s a make-believe word, not a real word. All the letters have sounds: (point to the letter “b”) /b/, (point to the letter “i”) /i/, (point to the letter “m”) /m/. Altogether the sounds are /b/ /i/ /m/ (point to each letter) or “bim” (run your finger fast through the whole word). Remember, it is a made up word. You can say the sounds of the letters, /b/ /i/ /m/ (point to each letter), or you can say the whole word “bim” (run your finger fast through the whole word). Be sure to say any sounds you know.*

*Ready? Lets try one. Read this word the best you can (point to the word “lat”). Point to each letter and tell me the sound or tell me the whole word.”*

<p><b>CORRECT RESPONSE:</b> If the child responds “lat” or with some or all of the sounds, say</p>	<p><b>INCORRECT RESPONSE:</b> If the child does not respond within 3 seconds or responds incorrectly, say</p>
<p>That’s right. The sounds are /l/ /a/ /t/ or “lat”</p>	<p><i>Watch me:</i> (point to the letter “l”) /l/, (point to the letter “a”) /a/, (point to the letter “t”) /t/. <i>Altogether the sounds are /l/ /a/ /t/ (point to each letter) or “lat” (run your finger fast through the whole word). Remember, you can say the sounds or you can say the whole word. Let’s try again.</i> <i>Read this word the best you can (point to the word “lat”).</i></p>

3. Place the student copy in front of the child.

*“Here are some more make-believe words (point to the student probe). When I say “begin”, start here (point to the first word), go across the page (point across the page), and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin.”*

4. Start your stopwatch. If the student does not respond with a sound within 3 seconds, tell the student the sound and say, *“next sound?”* If they don’t respond, or if they respond incorrectly, point to the next word.

5. If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of 0.

6. Follow along on the examiner copy of the probe and underline each phoneme the student provides correctly, either in isolation or in the context of the nonsense word. Put a slash (/) over each phoneme read incorrectly or omitted.

7. At the end of 1 minute, place a bracket (]) after the last phoneme provided by the student and say, *“Stop.”*

8. For repeated measurement when the student clearly understands the directions and procedure, use these shortened directions:

*“When I say “begin”, start here (point to the first word), go across the page (point across the page), and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin.”*

## Things You Need To Do After Testing: Scoring

It is important that results are scored immediately after the 1-minute testing is completed to ensure accurate results. Students receive 1 point for every correct sound or word provided in 1 minute.

### General Scoring Rules

#### WHAT IS A CORRECT SOUND?

The number of correct sounds are counted. This can be calculated by the individual sounds in the word or by the number of sounds in the complete word if the nonsense word is read as an intact word.

- **Correct Letter Sounds.** Underline the individual letters for phonemes produced correctly in isolation and give credit for each letter-sound correspondence produced correctly.

For example, if the stimulus word is “ik” and the student says /i/ /k/, the individual letters would be underlined, i k, with a score of 2.

- **Correct Words.** Underline the entire word if a student reads the word rather than the individual phonemes.

For example, if the nonsense word to be read is “bik” and the student says “bik”, the entire word would be underlined with a single line b i k. The student would receive a score of 3.

- **Self-Corrections.** If a student makes an error and corrects him/herself within 3 seconds, write “SC” above the letter or word and count it as correct.
- **Sounds Produced Out of Order.** Letter sounds produced in isolation but out of order are scored as correct.

For example, if stimulus word is “sim” and the student says, /m/ /i/ /s/, all letters would be underlined, s i m, with a score of 3.

- **Blended letter sounds** must be correct and in the correct place (beginning, middle, end) to receive credit.

For example, if stimulus word is “sim” and the student says, “mis”, only the “i” would be underlined, i, with a score of 1 because only the “i” was correct and in the correct place.

*Note: Articulation and Dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. This is a professional judgment and should be based on the student’s responses and any prior knowledge of their speech patterns. For example, a student may regularly substitute /th/ for /s/. If the stimulus word is “sim” and the student says “thim,” the letter “s” would be underlined and credit for a correct-letter sound correspondence would be given*

## WHAT IS AN INCORRECT SOUND?

- **Incorrect Letter Sounds.** Put a slash (/) through any individual phonemes produced incorrectly in a word.

For example, if the stimulus word is “sim” and the student says “sem”, the letters “s” and “m” would be underlined and the letter “e” would have a slash through it. The student would receive a score of 2.

- **3-Second Rule.** Students may read sound-by-sound, or word-by-word. Choose the 3-second rule that corresponds to how the student is reading.

**Sound-by-Sound.** If the student struggles with a sound for 3 seconds, say the sound, mark it as incorrect by drawing a slash (/) through it. Point to the next sound and say “what sound?”

**Word-by-Word.** If a student struggles with a word for 3 seconds, say the word, mark it as incorrect by drawing a slash (/) through the entire word. Point to the next word and say “what word?”

## WHAT ABOUT REPETITIONS AND INSERTIONS?

- **Repeated Sounds.** Letter sounds pronounced twice while sounding out the word are given credit only once.

For example, if stimulus word is “sim” and the student says, /s/ /i/ /im/, the letter “i” is underlined once and the student receives 1 point for the phoneme “i” even though the letter “i” was pronounced correctly twice. The student would receive a score of 3.

- **Insertions.** Insertions are not scored as incorrect.

For example, if the stimulus word is “sim” and the student says “stim”, the letters “s,” “i,” and “m” would be underlined and full credit would given for the word with no penalty for the insertion of /t/.

*Note: Skipped Row.* If a student skips an entire row, draw a line through the row and do not count the row in scoring.

### Nonsense Word Fluency Video Practice Example 1: Tommy

u k	s o t	p e z	h u s	s a v	___/14
m o l	w u f	b a v	f i k	m a k	___/15
r a v	n i d	r e v	z e d	v a f	___/15
n o p	j i p	k e p	d i f	s u s	___/15
m i n	l u s	t o t	o g	e f	___/13

1. Count the total number of segments read \_\_\_\_\_

### Nonsense Word Fluency Video Practice Example 1 Answer Key: Tommy

<u>u</u> k	s <u>o</u> t	p <u>e</u> z	<u>h</u> <u>u</u> s	<del>s a v</del>	<u>13</u> /14
<u>m</u> <u>o</u> l	<u>w</u> <u>u</u> f	<u>b</u> <u>a</u> v	<u>f</u> <u>i</u> k	<u>m</u> <u>a</u> k	<u>15</u> /15
r <u>a</u> v	<u>n</u> <u>i</u> d	r <u>e</u> v	<u>z</u> <u>e</u> d	<u>v</u> <u>a</u> f	<u>15</u> /15
<u>n</u> <u>o</u> p	<u>j</u> <u>i</u> p	<u>k</u> <u>e</u> p	<u>d</u> <u>i</u> f	<u>s</u> <u>u</u> s	<u>15</u> /15
<u>m</u> <u>i</u> n	<u>l</u> <u>u</u> s	<u>t</u> <u>o</u> t	o g	e f	<u>9</u> /13

Total number of segments read = 67

### Nonsense Word Fluency Video Practice Example 2: Angelica

u k	s o t	p e z	h u s	s a v	___/14
m o l	w u f	b a v	f i k	m a k	___/15
r a v	n i d	r e v	z e d	v a f	___/15
n o p	j i p	k e p	d i f	s u s	___/15

1. Count the total number of segments read \_\_\_\_\_

## Nonsense Word Fluency Video Practice Example 2 Answer Key: Angelica

<u>u</u> k	s <u>o</u> t	<del>p</del> z	<u>h</u> <del>u</del>	<del>s</del> <del>a</del> <u>v</u>	<u>11</u> /14
<del>m</del> <del>l</del>	<u>w</u> <u>u</u> <u>f</u>	<u>b</u> <u>a</u> <u>v</u>	<u>f</u> <u>i</u> <u>k</u>	<u>m</u> <u>a</u> <u>k</u>	<u>14</u> /15
<u>r</u> <u>a</u> <u>v</u>	<u>n</u> <u>i</u> <u>d</u>	<del>r</del> <del>v</del>	<del>z</del> <del>d</del>	v a f	<u>10</u> /15
n o p	j i p	k e p	d i f	s u s	<u>  </u> /15

Total number of segments read = 35

## Checking Out Accuracy in Test Administration

A copy of the Accuracy of Implementation Rating Scale (AIRS) for Nonsense Word Fluency is in the Appendix.

### Inter-Scorer Agreement Practice

Compare your scores for Angelica with a partner and compute Inter-Scorer Agreement.

Your Score \_\_\_\_\_ Correct Segments

Your Partner's Score \_\_\_\_\_ Correct Segments

Agreements (\_\_\_\_)/Agreements + Disagreements (\_\_\_\_ + \_\_\_\_)= \_\_\_\_/

\_\_\_\_\_ = .\_\_\_\_\_ x 100 = \_\_\_\_\_%

\_\_\_\_\_ x 100 = \_\_\_\_\_%

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# Appendix

## Reproducible Administration Directions

## Letter Naming Fluency Standard Directions for 1- Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:

*“Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the names of as many letters as you can. If you come to a letter you don’t know, I’ll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin.”*

4. Start your stopwatch. If the student fails to say the first letter name after 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter to indicate for the child to move on.
5. If the student provides the letter sound rather than the letter name say, *“Remember to tell me the letter name, not the sound it makes.”* This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and indicate make a note at the top of the examiner copy.
6. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash (/) through letters named incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter within 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter and say, *“what letter?”*
9. At the end of 1 minute, place a bracket ( ] ) after the last letter named and say, *“Stop.”*

## Letter Sound Fluency Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:

*“Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the sounds (with emphasis) of as many letters as you can. If you come to a letter you don’t know I’ll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin.”*

4. Start your stopwatch. If the student fails to say the first letter sound after 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, “what sound” (with emphasis) to indicate for the child to move on.
5. If the student says the letter name rather than the letter sound say, *“Remember to tell me the sound (with emphasis) the letter makes, not its name”*. This prompt may be provided once during the administration. If the student continues providing letter names, mark each letter as incorrect and make a note at the top of the examiner copy.
6. If the student does not get any correct letter sounds within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash (/) through letters sounds given incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter sound within 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, *“what sound?”*
9. At the end of 1 minute, place a bracket ( ] ) after the last letter named and say, *“Stop.”*

## Phonemic Segmentation Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position so that the student cannot see what the examiner records.
2. Say these specific directions 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 (one-second pause). Tell me the sounds in “mop.”*

<b>CORRECT RESPONSE:</b>	<b>INCORRECT RESPONSE:</b>
If student says, /m/ /o/ /p/, you say  Very good.	If student gives any other response, you say,  The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop”.

*“OK. Here is your first word.”*

3. Give the student the first word and start your stopwatch. If the student does not say a sound segment after 3 seconds, give the second word and score the first word as zero segments produced.
4. As the student says the sounds, mark the student response in the scoring column. Underline (      ) each sound segment produced correctly. Put a slash (/) through sounds produced incorrectly.
5. As soon as the student is finished saying the sounds, present the next word promptly and clearly.
6. The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment within 3 seconds, give the student the next word. If student provides the initial sound only, wait 3 seconds for elaboration.
7. At the end of 1 minute, stop presenting words and scoring further responses. Place a bracket ( ) after the last segment produced. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

**DISCONTINUE RULE:** If a student has not given any sound segments correctly in the first 5 words, discontinue the task and record a score of zero (0).

## Nonsense Word Fluency Standard Directions for 1-Minute Administration

1. Place the practice items in front of the child.
2. Explain the task using these specific directions:

*“Look at this word (point to the first word on the practice probe). It’s a make-believe word, not a real word. All the letters have sounds: (point to the letter “b”) /b/, (point to the letter “i”) /i/, (point to the letter “m”) /m/. Altogether the sounds are /b/ /i/ /m/ (point to each letter) or “bim” (run your finger fast through the whole word). Remember, it is a made up word. You can say the sounds of the letters, /b/ /i/ /m/ (point to each letter), or you can say the whole word “bim” (run your finger fast through the whole word). Be sure to say any sounds you know.*

*Ready? Lets try one. Read this word the best you can (point to the word “lat”). Point to each letter and tell me the sound or tell me the whole word.”*

<p><b>CORRECT RESPONSE:</b> If the child responds “lat” or with some or all of the sounds, say</p>	<p><b>INCORRECT RESPONSE:</b> If the child does not respond within 3 seconds or responds incorrectly, say</p>
<p>That’s right. The sounds are /l/ /a/ /t/ or “lat”</p>	<p><i>Watch me:</i> (point to the letter “l”) /l/, (point to the letter “a”) /a/, (point to the letter “t”) /t/. <i>Altogether the sounds are /l/ /a/ /t/ (point to each letter) or “lat” (run your finger fast through the whole word). Remember, you can say the sounds or you can say the whole word. Let’s try again.</i> <i>Read this word the best you can (point to the word “lat”).</i></p>

3. Place the student copy in front of the child.

*“Here are some more make-believe words (point to the student probe). When I say “begin”, start here (point to the first word), go across the page (point across the page), and read the words the best you can. Remember, you can read tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin.”*

4. Start your stopwatch. If the student does not respond with a sound within 3 seconds, tell the student the sound and say, “next sound?” If they don’t respond, or if they respond incorrectly, point to the next word.
5. If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of 0.

6. Follow along on the examiner copy of the probe and underline each phoneme the student provides correctly, either in isolation or in the context of the nonsense word. Put a slash (/) over each phoneme read incorrectly or omitted.
7. At the end of 1 minute, place a bracket ([]) after the last phoneme provided by the student and say, “*Stop.*”
8. For repeated measurement when the student clearly understands the directions and procedure, use these shortened directions:

*“When I say “begin”, start here (point to the first word), go across the page (point across the page), and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin.”*

## Most Common Sounds Pronunciation Key

These pronunciation examples may be modified or distinguished to be consistent with regional dialects and conventions of American English. The letters “x” and “q” are not used. The letters “h,” “w,” “y,” and “r” are used only in the initial position. The letters “c” and “g” are used only in the final position.

Letter	Sound	Example
a	/a/	bat
e	/e/	bet
i	/i/	bit
o	/o/	top
u	/u/	hut
b	/b/	bat
c	/k/	bic
d	/d/	dad
f	/f/	fan
g	/g/	pig
h	/h/	hat
j	/j/	jet
k	/k/	can
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

## Letter Naming Fluency Accuracy of Implementation Rating Scale (AIRS)

Letter Naming Fluency Accuracy of Implementation Rating Scale (AIRS)			
Examiner: _____		Date: Observation 1 _____	
Observer: _____		Observation 2 _____	
		Observation 3 _____	
X = completed accurately    O = incorrect			

Step	Observation 1	Observation 2	Observation 3
Places student copy in front of child			
Places examiner copy out of view of child			
Seated appropriate distance from child			
Says standardized directions			
Turns tape recorder on (optional)			
Says <i>“Begin”</i>			
Starts stopwatch at correct time (after student says first letter)			
Marks errors on examiner copy			
Times accurately for 1 minute			
Stays <i>“Stop”</i>			
Stops stopwatch			
Marks last letter read with a bracket			
Turns off tape recorder (optional)			
Determines # of Correct Letters			
Records score			

## Letter Sound Fluency Accuracy of Implementation Rating Scale (AIRS)

Letter Sounds Fluency Accuracy of Implementation Rating Scale (AIRS)			
Examiner: _____		Date: Observation 1 _____	
Observer: _____		Observation 2 _____	
		Observation 3 _____	
X = completed accurately    O = incorrect			

Step	Observation 1	Observation 2	Observation 3
Places student copy in front of child			
Places examiner copy out of view of child			
Seated appropriate distance from child			
Says standardized directions			
Turns tape recorder on (optional)			
Says <i>“Begin”</i>			
Starts stopwatch at correct time (after student says first letter sound)			
Marks errors on examiner copy			
Times accurately for 1 minute			
Stays <i>“Stop”</i>			
Stops stopwatch			
Marks last sound read with a bracket			
Turns off tape recorder (optional)			
Determines # of Correct Sounds			
Records score			

## Phonemic Segmentation Fluency Accuracy of Implementation Rating Scale (AIRS)

<b>Phonemic Segmentation Fluency Accuracy of Implementation Rating Scale (AIRS)</b>			
Examiner: _____		Date: Observation 1 _____	
Observer: _____		Observation 2 _____	
		Observation 3 _____	
X = completed accurately    O = incorrect			

<b>Step</b>	<b>Observation 1</b>	<b>Observation 2</b>	<b>Observation 3</b>
Places examiner copy out of view of child			
Seated appropriate distance from child			
Says standardized directions			
Turns tape recorder on (optional)			
Says <i>"first word"</i> and starts stopwatch at correct time			
Marks errors on examiner copy			
Times accurately for 1 minute			
Stays <i>"Stop"</i>			
Stops stopwatch			
Marks last segment produced with a bracket			
Turns off tape recorder (optional)			
Determines # of Correct Segments			
Records score			

## Nonsense Word Fluency Accuracy of Implementation Rating Scale (AIRS)

Nonsense Word Fluency Accuracy of Implementation Rating Scale (AIRS)			
Examiner: _____	Date: Observation 1 _____		
Observer: _____	Observation 2 _____		
	Observation 3 _____		
X = completed accurately    O = incorrect			

Step	Observation 1	Observation 2	Observation 3
Places practice item in front of child			
Seated appropriate distance from child			
Says standardized directions			
Places student copy in front of child			
Places examiner copy out of view of child			
Turns tape recorder on (optional)			
Says <i>“Begin”</i>			
Starts stopwatch at correct time (after student says first letter or word)			
Marks errors on examiner copy			
Times accurately for 1 minute			
Stays <i>“Stop”</i>			
Stops stopwatch			
Marks last letter or words read with a bracket			
Turns off tape recorder (optional)			
Determines # of Correct Sound Segments			
Records score			