DIBELS® 8th Edition

Dynamic Indicators of Basic Early Literacy Skills 8th Edition

Administration and Scoring Guide

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Chapter 1: Rationale and Overview of DIBELS® 8th Edition

Over the past 50 years, empirical work in the field of reading science has evolved sufficiently to establish consensus on how to assess early literacy skills, especially in reading. This consensus is built on foundational research demonstrating that our most important challenge related to preventing reading problems is to ensure that effective literacy instruction and early intervention upon the first signs of trouble are accessible for all students (Snow, Burns, and Griffins, 1998).

The Dynamic Indicators of Basic Early Literacy Skills® (DIBELS®; University of Oregon, 2018) has gained widespread use in the United States as a measure of reading skills. DIBELS includes subtests designed primarily to measure the foundational reading skills emphasized in the National Reading Panel Report (National Institute of Child Health and Human Development, 2000), including phonological awareness, phonics (or decoding), fluency, and comprehension (Riedel, 2007).

In this chapter, we provide an overview of the theoretical framework upon which DIBELS 8th Edition is conceptualized, including the theory of action upon which the test is built. We also provide an overview of the DIBELS suite of subtests and the reasons for testing each of the skills targeted.

Overview of DIBELS®

DIBELS 8th Edition takes a curriculum-based measurement (CBM) approach to assessing reading. It is intended for assessing reading skills from the beginning of kindergarten through the end of eighth grade. DIBELS was originally developed for use in identifying students

experiencing difficulty in the acquisition of basic early reading skills to allow teachers to intervene early and prevent the occurrence of later compounded reading difficulties.

DIBELS was also designed to evaluate the effectiveness of the interventions delivered to those students receiving support, to inform changes in intervention when indicated as a means of maximizing student learning and growth. The use of DIBELS is consistent with the 2004 reauthorization of IDEA allowing the use of a response-to-intervention (RTI) approach -- also called multi-tiered systems of support (MTSS) -- to identify students with learning disabilities. In RTI, early intervention is provided to students whose performance on screening assessments indicates risk for the development of learning difficulties. Data are gathered to determine which students need more support, whether they are responsive to the intervention provided, and who needs more intensive support based on a lack of response (e.g., Al Otaiba, Connor, Foorman, Greulich, & Folsom, 2009; Fuchs & Vaughn, 2012; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2009).

DIBELS 8th Edition builds on this rich history by implementing innovative design features to address some of the most common critiques of CBM reading assessments. For instance, oral reading fluency (ORF) has been critiqued for having "form" effects in that some passages are simply harder to read than others, even when readability is held constant (e.g., Baker, Biancarosa, Park, Bousselot, Smith, Baker, Kame'enui et al., 2015; Christ & Ardoin, 2009; Cummings, Park, Schaper, 2013; Francis, Santi, Barr, Fletcher, Varisco, & Foorman, 2008). Another critique centers on "floor" and "ceiling" effects, which occur when many students receive scores of zero or the maximum possible score respectively. These effects can create problems when monitoring for growth (e.g., Catts, Petscher, Schatschneider, Bridges, &

Mendoza, 2009; Nese, Kamata, & Tindal, 2017; Paris, 2005). These and other critiques played an important role in the creation of DIBELS 8th Edition measures.

What's New in DIBELS® 8th Edition?

At first glance, DIBELS 8th Edition does not look all that different from prior editions of DIBELS, including DIBELS Next. But DIBELS 8th Edition has a lot to offer that no other edition of DIBELS and no other curriculum-based measurement (CBM) system ever has before. In fact, DIBELS 8th Edition is more useful for more students in more grades than ever before.

- **New grade levels.** DIBELS has been extended through the end of eighth grade.
- **Consistent subtests within grade.** Subtests relevant to a given grade are provided at every benchmark period.
- **New and revised subtests.** DIBELS now includes a new subtest and existing subtests have undergone extensive improvement efforts to maximize their usefulness.
  - **Expanding the safety net.** DIBELS now offers a word reading fluency measure that can help identify students with poor sight word and irregular word reading skills that other subtests miss.
  - **Expanding the utility.** DIBELS forms now have items that progress in difficulty beyond risk cut-points designed to provide data teachers can use in planning instruction for *all* students.
- **Dyslexia screening.** DIBELS subtests offer efficient and cost-effective measures of processing speed, phonological awareness, and the alphabetic principle for dyslexia screening purposes.
- **New composite scores.** DIBELS composite scores are also getting an overhaul to make them better than ever at predicting risk (arriving in 2019).
- **Equated scores.** DIBELS will offer equated scores for subtests within a grade level (also arriving in 2019).

Description of DIBELS® 8th Edition Subtests

The DIBELS 8th Edition subtests assess reading skills ranging from letter name knowledge to reading comprehension. DIBELS subtests are timed measures so that efficiency in reading skills is considered as well as accuracy. In many ways the DIBELS subtests represent not only the constructs in the National Reading Panel Report (NICHD, 2000), but also a developmental continuum. As a result, although DIBELS 8th Edition provides consistent subtests within a grade level, the subtests included change across grades in a manner that parallels student development and instructional foci (Adams, 1990; Chall, 1996; Ehri, 2005; Paris & Hamilton, 2009).

Letter Naming Fluency (LNF)

Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk for reading achievement. LNF is based on research by Marston and Magnusson (1988) and is administered to students in the fall of kindergarten through the spring of first grade.

In LNF, students are presented with a page of 100 upper- and lowercase letters arranged in a random order and are asked to name as many letters as they can. Students are given 1 minute to provide letter names. If a student does not know a letter name, the examiner provides the letter name and marks the letter name incorrect.

For DIBELS 8th Edition, LNF now accounts for how frequently letters appear in both upper- and lower-case forms. To better control differences in difficulty between forms, consistent rules are used in both kindergarten and first grade regarding when less frequent letters can appear on the forms. Each form in both grades begins with a sampling of the 20 most frequently seen letters (Jones & Mewhort, 2004), thereby preventing students from getting frustrated by forms that begin with rarer letters, such as X or q. The kindergarten version of LNF

also only assesses the 40 most commonly seen upper- and lower-case letters, while the first grade version assesses 49 upper and lower case letters.

LNF *excludes* three letters on all forms: upper- and lower-case W and lower-case L. Although these are obviously important letters for students to know, they introduce real problems in a fluency assessment. W is the only letter with a multi-syllabic name: three syllables to be exact. As a result, any time W appears, it takes three times as long to name as other letters, which negatively affects a student's LNF score. The lower-case L (l) was eliminated because it is easily confused with both the upper-case I and the number 1. Not only does this visual similarity pose problems for students, but it has also historically created scoring problems for the adult administering the assessment. By avoiding these letters, each included item (or letter) is equally challenging, other than in terms of its frequency in printed language.

The LNF score is the number of letters named correctly within 1 minute. LNF takes about 2 minutes to administer. For students identified as at risk on LNF, the primary instructional goals should be in phonological awareness, alphabetic principle, and accuracy and fluency with connected text. LNF remains the dominant predictor of student success for the fall of kindergarten. No progress monitoring forms are provided for LNF.

Phonemic Segmentation Fluency (PSF)

Phonemic Segmentation Fluency (PSF) is a standardized, individually-administered measure of phonological awareness. PSF is a good predictor of reading achievement and is administered to students in the fall of kindergarten through the spring of first grade.

PSF assesses a student's ability to fluently segment two- to six-phoneme words into their individual phonemes. In PSF, the examiner orally presents a series of words and asks the student

to verbally produce the individual phonemes for each word. For example, if the examiner said "sat," and the student said "/s/ /a/ /t/", the student would receive three points for the word. After each response, the examiner presents the next word. Students are given 1 minute to segment the words into phonemes.

In DIBELS 8th Edition, PSF accounts for both word frequency and the number of phonemes in a word. All forms draw only from the 2,500 most frequent words in English (Balota et al., 2007) to minimize vocabulary familiarity from interfering with student performance. In addition, to better control differences in difficulty between forms, consistent rules are used in both grades regarding where less frequent words can appear on the forms. Moreover, spelling patterns are ordered in terms of the number of phonemes, proceeding from two phoneme words to words with progressively more phonemes.

In kindergarten, the first 20% of items have two phonemes, while the remaining 80% have three phonemes. In this way, PSF now avoids the distinct floor effects (i.e., many students scoring zero) in kindergarten that have plagued previous versions and, thus, eliminates the need for a separate measure of initial sound fluency. In first grade, the progression in difficulty is a bit more rapid, with the first 13% of items having two phonemes and then increasing in phonemes with additional increases after every eight items.

The PSF score is the number of correct phonemes produced within 1 minute. The PSF measure takes about 2 minutes to administer and has 20 alternate forms per grade for monitoring progress.

Nonsense Word Fluency (NWF)

Nonsense Word Fluency (NWF) is a standardized, individually-administered measure of the alphabetic principle. NWF is seen as a "pure" measure of the alphabetic principle, because vocabulary and sight word knowledge cannot play a role in recognizing nonsense words. NWF is administered to students in the fall of kindergarten through the spring of third grade.

NWF assesses a student's ability to decode words based on the alphabetic principle. Traditionally in NWF, the student is presented with an 8.5 inch x 11 inch sheet of paper with randomly order VC and CVC nonsense words (e.g., sig, rav) and asked to verbally produce (a) the whole nonsense word or (b) individual letter sounds. For example, if the stimulus word is "hap", the student could say the nonsense word as a whole or "/h/ /a/ /p/" to receive three letter sounds correct (and one whole word correct, if they read the whole word without hesitations, segmenting, or repetition). Students are given 1 minute to read or sound out as many nonsense words as they can.

In DIBELS 8th Edition, NWF now accounts for the frequency of spelling patterns (Jones & Mewhort, 2004; Norvig, 2012). As a result, all forms utilize only phonetically regular letter combinations that actually appear in English. Thus, students will no longer be asked to decode nonsense words like "fev" or "kaj", and nonsense words like "kex" will appear less often than ones like "lat".

DIBELS 8th Edition also expands the spelling patterns assessed beyond simply consonant-vowel-consonant (CVC) after kindergarten. While kindergarten forms are limited to CVC patterns, the first grade forms also include vowel-consonant (VC) spelling patterns. In addition, the latter half of first grade forms include additional spelling patterns typically taught in

first grade, thus increasing the instructional relevance of this DIBELS subtest. DIBELS 8th Edition also now offers NWF in second and third grade by including more complex phonics patterns in these grades. As a result, DIBELS NWF forms provide instructionally relevant information even for students who are at minimal risk in kindergarten through third grade. New spelling patterns included in first through third grade appear in the table below.

An additional improvement to NWF is that we have gone back to scoring words recoded correctly (WRC) rather than whole words read (WWR). Whereas with WWR students only received credit if they correctly read a nonsense word at first sight (i.e., without sounding out), with WRC they also receive credit if they blend a nonsense word after sounding out the component sounds. Because both methods of scoring predict student risk, in DIBELS 8th Edition, students receive credit for blending nonsense words whether they sound them out first or not.

The final scores for NWF are the number of letter sounds read correctly and the number of nonsense words read or recoded correctly as a whole word within 1 minute. The NWF measure takes about 2 minutes to administer and has 20 alternate forms per grade for monitoring progress.

Table 1. *Examples of First through Third Grade NWF Spelling Patterns*

Pattern	Grade introduced	Example non-word
CVCe	1	bace
CVr(C)	1	zart
CVCC	1	melb
CCVC	1	scap
CCVCC	1	brold
(C)CVVC(C)	2	geap
CVCCy	2	foddy
(C)V|CVC(C)	3	copalp
(C)VC|CVC(C)	3	fudpelm

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Word Reading Fluency (WRF)

The new Word Reading Fluency (WRF) subtest represents a part of reading that was not previously assessed in DIBELS. WRF involves reading words out of context. Word Reading Fluency (WRF) is a standardized, individually-administered measure of accuracy and fluency reading "sight" words. Sight words include words with irregular pronunciations (non-decodable words like "the" and "was" and "of") as well as common words with regular pronunciations (decodable words like "in" and "we" and "no"). WRF is administered to students from the fall of kindergarten through the spring of third grade.

While most CBM systems assess either nonsense word reading *or* real word reading, DIBELS 8th Edition offers tests of *both* NWF and WRF in kindergarten through third grade. WRF targets real words based on age of acquisition in students' vocabulary (Brysbaert & Biemiller, 2017) and their frequency in written text (Balota et al., 2007).

In DIBELS 8th Edition, WRF assesses only words that are typically acquired orally in or before a given grade. This reduces the likelihood that students will encounter words on the assessment that they have never heard before and are not yet expected to know. In addition, each form starts with a sample of the most frequent words seen in text and then moves on to less frequent words in the latter half of the form. In this way, WRF yields instructionally relevant information both for students at risk and students at minimal risk. Finally, DIBELS WRF accounts for word complexity, as measured by the number of syllables in a word. All forms include one-syllable words. Grades 1-3 include two-syllable words, and Grades 2-3 include

three-syllable words. In Grade 3, we also included words with more than three syllables, but again only those that are typically acquired by Grade 3 and are frequently seen in print.

These features ensure the instructional relevance of DIBELS WRF results for all students. Importantly, our research has shown that the inclusion of WRF helps to identify students at risk who might otherwise be missed by other DIBELS subtests.

In WRF, the examiner presents the student with a page of words arranged in rows and asks the student to read as many words as possible within 1 minute. Words must be blended for the student to receive credit. The final score is the number of words read correctly within 1 minute. The WRF measure takes about 2 minutes to administer and has 20 alternate forms per grade for monitoring progress.

Oral Reading Fluency (ORF)

Oral Reading Fluency (ORF) is a standardized, individually-administered measure of accuracy and fluency with connected text. ORF is administered to students in the fall of first grade through the spring of eighth grade.

ORF assesses a student's ability to read words in connected text. In ORF, the examiner presents the student with a passage and asks the student to read the passage aloud for 1 minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate.

DIBELS 8th Edition marks the first time that DIBELS ORF requires the administration of only *one* passage per benchmark period. Research has shown that administering more than one passage does little to improve the reliability and validity of ORF, meaning that the supposed benefits of administering three passages just does not pan out (Baker et al., 2015; Petscher &

Kim, 2011). Rather, a single passage works just as well, and reduces the testing burden for both students and assessors.

An additional unique and exciting feature of DIBELS 8th Edition ORF passages is that they were written by published authors and elementary and middle school teachers, most of whom had previous experience writing for students. The authors had diverse backgrounds, came from across the US, and had experience writing in a range of genres. In addition, *all* ORF passages were reviewed by a panel of parents and former teachers for developmental appropriateness and text complexity in the grades for which they were intended. Passages deemed inappropriate, too complex, or not complex enough for a given grade were either revised (and reviewed again) or discarded. As a result, ORF passages are not only more engaging for both students and assessors, but also feel more authentic and appropriate for the grades in which they appear.

The final scores for ORF are (a) the number of words read correctly within 1 minute and (b) the accuracy percentage. The ORF measure takes about 2 minutes to administer and has 20 alternate forms per grade for monitoring progress.

Maze

Maze subtests (formerly known as DAZE) will be included as part of DIBELS 8th Edition beginning in the 2019-2020 school year. Maze is a standardized, group-administered measure of reading comprehension. Maze is administered to students in the fall of second grade through the spring of eighth grade.

The new version of maze will be based on research that has shown consistently that maze measures tend to get at only very low-level comprehension. To make DIBELS maze measures

more informative, several innovations are underway. First, as with ORF, maze passages are written by published authors and experienced teachers. Second, more work has gone into the selection of distractors. Third, we have revised formatting to make reading the passages easier on the eye. Finally, maze measures will be available in second through eighth grade instead of only third through sixth.

In Maze, the examiner presents students with a passage that has every seventh word removed and replaced with three options. In third through eighth grade, the first and last sentence are left intact, and in second grade, the first two sentences and last sentence are left intact. The final score is the number of maze words selected correctly within 3 minutes. The Maze measure takes about 5 minutes to administer. Forms for progress monitoring are not provided.

Uses of DIBELS® 8th Edition

DIBELS 8th Edition has three principal uses: to identify students who may be at risk of reading difficulties through screening, to document students' progress of reading skills as a consequence of special intervention programs through progress monitoring, and to provide minimum levels of performance for all students to reach to be considered on track for becoming a reader through benchmark goals and timelines.

Screening and benchmark goals for DIBELS 8th Edition subtests were based on research that examined the longitudinal predictive validity of a score on the Reading subtests Iowa Assessments (University of Iowa, 2015) toward the end of the school year for every grade except kindergarten. In kindergarten, DIBELS Next (Good & Kaminsky, 2009) composite scores were used as the criterion. In both cases, risk was defined as performing at or below the 20th percentile rank and benchmark (or minimal risk) was defined as performing at or above the 40th percentile

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rank. Additional studies are underway to replicate and extend the predictive utility of the goals over multiple years and in additional diverse samples.

Universal Screening for Risk of Reading Difficulties Including Dyslexia

The first step in RTI and MTSS models is to identify students early who may need additional instructional support to meet a benchmark goal. Consistent with legislation in many states, early screening also helps to identify risk for dyslexia. To identify risk and the need for support, DIBELS benchmark assessments are administered to *all* students in the school *three* times per year (at the beginning, middle, and end of the school year). Periodic screening of all students helps to ensure that all students are making progress.

DIBELS 8th Edition is also undergoing study as a dyslexia screener. DIBELS cut-scores detect risk for reading problems, including dyslexia, making DIBELS measures an efficient and cost-effective way to screen for dyslexia. In addition, to improve DIBELS 8th Edition's validity for these purposes, the LNF, PSF, and NWF measures are being validated against other measures of rapid automatized naming (RAN), phonological awareness, and the alphabetic principle that are typically used in dyslexia identification. As a result, DIBELS users can be confident that their screening measures are just as trustworthy for dyslexia screening as they are for detecting risk of not meeting end-of-year proficiency expectations.

Progress Monitoring

The purpose of the ongoing progress monitoring data provided by DIBELS 8th Edition is to inform teachers of the extent to which the instructional support provided to each student identified as at risk is working. Teachers can use data about students' progress to adjust the amount and type of support, including group membership and/or grouping strategies to meet

students' changing needs (Al Otaiba et al., 2009; Fuchs & Vaughn, 2012; Gersten et al., 2009). Appropriate ongoing progress monitoring data places an upper limit on the amount of time an intervention is allowed to continue without either modifying instructional variables (e.g., group size, opportunities to practice, time spent on content) or discontinuing an ineffective intervention for a different intervention (Al Otaiba et al., 2009; Fuchs & Vaughn, 2012; Gersten et al., 2009).

Benchmark Goals

The purpose of the DIBELS 8th Edition benchmark goals is to provide educators with standards for gauging the progress of all students. The benchmark goals represent levels of performance for all students to reach to be at minimal risk of developing reading difficulties, which is defined as performing at or above the 40th percentile rank on the criterion reading assessment. Benchmark assessment multiple times a year can help to assure that students who are on track for performing well in the fall remain on track throughout the year.

Chapter 2: Administration Instructions and Scoring Procedures

DIBELS 8th Edition is intended for use with students enrolled in kindergarten through eighth grade. Subtests can be administered to students with or without reading difficulties and disabilities, with frequency of assessment adjusted based on the assessment purpose (e.g., universal screening, progress monitoring).

Examiners who give and interpret DIBELS 8th Edition must receive training in standardized administration and scoring procedures. Standardization ensures reliable scores and allows for comparisons between results and research-determined criteria.

The next section presents general instructions that apply to all DIBELS 8th Edition subtests. That section is followed by specific instructions for administering and scoring the five DIBELS 8th Edition subtests: (a) letter naming fluency, (b) phonemic segmentation fluency, (c) nonsense word fluency, (d) word reading fluency, and (e) oral reading fluency. Specific materials required for each subtest are listed in the subtest descriptions. Throughout this chapter, **bold Arial font** is used to indicate scripted directions or prompts provided to the student.

DIBELS® 8th Edition Common Scoring Features

There are a number of features common across the DIBELS 8th Edition individually-administered subtests. With the exception of Maze, all DIBELS 8th Edition subtests are 60-second timed measures. When 60 seconds have elapsed, the examiner always places a bracket (i.e.,]) after the last item completed in 60 seconds and says Stop. Also, if a student makes an error, put a slash (i.e., /) through the incorrect item. If a student makes an error but self-corrects the error within 3 seconds, mark SC over the item. Each subtest has a specific discontinue rule.

For some subtests at certain time points, not only is that subtest discontinued, but benchmark assessment is also discontinued altogether. The benchmark discontinue rules are explained where applicable and are also summarized here.

Benchmark Discontinue Rules

Grade and Season	Benchmark Discontinue Rule	Scoring
Kindergarten, Fall	If PSF is discontinued, do not administer NWF and WRF.	Enter 0 for PSF. Do not enter scores for the remaining subtests: NWF and WRF
Kindergarten, Winter	If NWF is discontinued, do not administer WRF.	Enter 0 for NWF. Do not enter scores for the remaining subtest: WRF
First grade, Fall	If WRF is discontinued, do not administer ORF.	Enter 0 for WRF. Do not enter scores for the remaining subtest: ORF

These rules are intended to save time and to spare the student unnecessary frustration. The rules were derived from a national field trial that indicated students who scored 0 for the indicated assessments in the periods specified above were extremely unlikely to get any items correct on the remaining subtests. Nonetheless, examiners have the option of administering the remaining subtests based on professional judgment.

Articulation and Dialect

DIBELS 8th Edition measures early literacy skills in English. Therefore, students should use the English pronunciation of words. However, it is important to mention that students are not penalized for varied pronunciation due to dialect or articulation. For example, if the student *consistently* says /th/ for /s/ and pronounces "thee" for "see" when naming the letter "C", credit is given for naming the letter correctly. This is a professional judgment and should be based on the student's responses and any prior knowledge of the student's speech patterns.

Different regions of the country use different dialects of American English. In the next section is a pronunciation guide that is particularly helpful with the Phonemic Segmentation and Nonsense Word Fluency subtests. These pronunciation examples may be modified consistent with regional dialects and conventions.

An important update to the DIBELS pronunciation guide is the treatment of r-controlled vowels (e.g., word, far), which are sometimes also called r-colored vowels. Considerable disagreement exists about how many phonemes exist in words with r-controlled vowels and thus in American English (e.g., Bizzocchi, 2017; Fry, 2004; Lockenvitz, Kuecker, & Ball, 2015). Whereas earlier editions treated some as single phonemes and others as two or more phonemes, DIBELS 8th Edition simplifies the treatment of r-controlled vowels by treating them as single phonemes. Nonetheless, test administrators should take local dialects and articulation issues into account when scoring nonsense words or phonemic segmentations involving r-controlled vowels. In some regions in the US, r-controlled vowels are more clearly separated into multiple sounds or phonemes (e.g., "lair" might be pronounced as "layer"). Students using such a pronunciation should not lose points for this practice.

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Phoneme	Phoneme Example	Phoneme	Phoneme Example
/a/	b*a*d	/b/	*b*at
/e/	b*e*d	/d/	*d*ad
/i/	b*i*d	/f/	*f*at
/o/	c*o*d, l*aw*	/g/	*g*et
/u/	b*u*d, "a" in *a*bout	/h/	*h*ot
/A/	b*ai*t	/j/	*j*am, e*dge*
/E/	b*ea*d	/k/	*c*an, *k*it, pi*ck*
/I/	tie	/l/	*l*ap
/O/	b*oa*t	/m/	*m*an
/oo/	f*oo*d	/n/	*n*ap
/uu/	g*oo*d	/p/	*p*en
/ow/	c*ow*	/r/	*r*at, *wr*ite
/oy/	p*oi*nt, b*oy*	/s/	*s*it, *c*ity
/ar/	(1 phoneme) c*ar*	/t/	*t*ap
/air/	(1 phoneme) ch*air*	/v/	*v*an
/er/	(1 phoneme) h*er*, b*ir*d	/w/	*w*et
/ear/	(1 phoneme) cl*ear*	/y/	*y*ak
/or/	(1 phoneme) f*or*	/z/	*z*oo
/oor/	(1 phoneme) p*our*	/ch/	*ch*in
		/sh/	*sh*ed
		/SH/	mea*s*ure, bei*ge*
		/th/	*th*in
		/TH/	*th*en
		/ng/	si*ng*

Note. Both voiced and unvoiced forms of 'th' and 'sh' are acceptable for nonsense words containing these digraphs.

Letter Naming Fluency (LNF)

Applicable grades: Fall of kindergarten through spring of first grade.

Objective: Student names letters for 60 seconds.

Uses: Benchmark and risk assessment.

Materials

- Scoring book
- Student form
- Pen or pencil
- Clipboard
- Timer

Administration

1. Position the clipboard and scoring book so that the student cannot see what you record.
2. Place the student copy of the LNF subtest in front of the student.
3. Say these specific directions:

   Here are some letters

   (point to the student form).

   Tell me the names of as many letters as you can.

   When I say "Begin," start here

   (point to the first letter)

   and go across the page

   (point).

   Point to each letter and tell me the name of that letter.

   If you come to a letter you don't know, I'll tell it to you.

   Put your finger on the first letter.

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Ready?

Begin.

4. Start the timer after saying begin.

5. Follow along in the Scoring Booklet. Put a slash (/) through each letter name read incorrectly. See Acceptable Prompts and Scoring Rules for more details.

6. At the end of 60 seconds, place a bracket (]) after the last letter named and say, **Stop**.

Acceptable prompts

There are two acceptable prompts for LNF: a prompt for when students hesitate and for when they produce letter sounds.

Hesitation Prompt. If the student hesitates for 3 seconds on a letter, score the letter as incorrect, provide the correct letter, point to the next letter, and say:

Keep going.

This prompt may be repeated. For example, if the letters are "p T n" and the student says, "p" then does not say anything for 3 seconds, prompt by saying **T,** then point to "n" and say:

Keep going.

Repeat this as many times as needed throughout administration. The maximum time for each letter is 3 seconds.

Letter Sound Prompt. If the student provides the letter sound rather than the letter name, say:

Remember to tell me the letter name, not its sound.

This prompt may be provided *once* during the administration. If the student continues providing letter sounds, mark each letter as incorrect.

Discontinue rules

Discontinue LNF Rule. If the student reads 0 correct letter names within the first line, discontinue LNF, put a bracket after the last letter attempted and record a score of 0.

Discontinue Benchmark Assessments Rule. Benchmark assessment always continues regardless of LNF score.

Scoring rules

LNF provides one score: the number of letters named correctly. Mark student responses according to the rules in the first table below. The second table provides several examples of common situations and how to score in them.

Correct responses	Do not mark correct responses on the scoring book.
Incorrect responses	Make a slash (/) through each letter named incorrectly.
Self-corrections	If a student makes an error but corrects it within *3 seconds*, write "SC" above the letter and score it as correct.

Situation	How to score
Letter reversals	A letter is incorrect if the student substitutes a different letter for the stimulus letter, even if the substituted letter is similar in appearance. (Note that lower-case L does not appear on LNF forms, and the font used in LNF distinguishes the upper-case I from the lower-case L and number one very well.)

Letters	Student Says	Scoring Procedure	Correct Letters
b T n E	"d…T…n…E"	b̸ T n E	3 /4
p S n L	"q…S…m…L"	p̸ S n̸ L	2 /4
M I k L	"M…L…k…L"	M I̸ k L	3 /4

Situation	How to score
Letter sounds	A letter is incorrect if the student provides the letter-sound for the stimulus letter (e.g., /d/ for "D"). A prompt for providing letter-sounds is allowable only once (see Acceptable Prompts).

Letters	Student Says	Scoring Procedure	Correct Letters
b T n E	"/b/…T…n…E"	b̸ T n E	3 /4
p S n L	"p…/s/…m…L"	p S̸ m L	3 /4
M I k L	"M…I…/k/…L"	M I k̸ L	3 /4

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Situation	How to score
Omissions	A letter is incorrect if the student skips the letter. If the student skips an entire line, cross out the line and record a score of 0 for that line

LNF Fidelity of Administration

The observer should judge the full test administration. That includes observing setup and directions, timing and scoring the test in parallel with the examiner, checking the examiner's accuracy in procedures using the fidelity checklist in the Appendix, and deciding if the examiner passes or needs more practice for each procedure listed.

Phonemic Segmentation Fluency (PSF)

Applicable grades: Fall of kindergarten through spring of first grade.

Objective: Student breaks words into phonemes for 60 seconds.

Uses: Benchmark and risk assessment; progress monitoring.

Materials

- Scoring book
- Pen or pencil
- Clipboard
- Timer

Administration

1. Position the clipboard and timer so that the student cannot see what you record.
2. Say these specific directions:

   I am going to say a word.

   After I say it, you tell me all the sounds in the word.

   So, if I say "am," you would say /a/ /m/.

   Let's try one.

   (1 second pause)

   Tell me the sounds in "it."

Student response	Examiner response
CORRECT	**Very good.**
If student says /i/ /t/	**The sounds in "it" are /i/ /t/.**

Student response	Examiner response
INCORRECT Any other response	**The sounds in "it" are /i/ /t/.** **Your turn.** **Tell me the sounds in "it."**
OK. Here is your first word.	

3. Give the student the first word and start the timer.

4. Follow along in the Scoring Booklet. As the student says the sounds, underline each different, correct, sound segment produced. Put a slash (/) through sounds produced incorrectly. See Acceptable Prompts and Scoring Rules for more details.

5. As soon as the student is finished saying the sounds in the current word, present the next word promptly and clearly.

6. At the end of 60 seconds, stop presenting words and stop the timer. Place a bracket (]) after the last sound provided by the student.

Acceptable prompts

There is only one acceptable prompt for PSF: a prompt for when students hesitate.

Hesitation Prompt. If the student hesitates for 3 seconds, give the next word, and score the word (or remaining sounds in the word if word has been partially segmented) as incorrect by leaving it unmarked (no slashes or underlines). Repeat this prompt as many times as needed throughout administration.

Discontinue rules

Discontinue PSF Rule. If a student has not given any sound segments correctly in the first 5 words, discontinue PSF, put a bracket after the last word attempted and record a score of 0.

Discontinue Benchmark Assessments Rule. *For beginning of kindergarten only*, if student does not get any sounds correct in the first 5 words, discontinue PSF and any further benchmark assessments (i.e., NWF and WRF) for that time of year. At all other times of year, benchmark assessment continues regardless of PSF score.

Scoring rules

PSF provides one score: the sum of sound segments produced. Students receive 1 point for each different, correct, part of the word. Mark student responses according to the rules in the first table below. The second table provides several examples of common situations and how to score in them.

Correct responses	Underline the sound segments in the word the student produces that are correctly pronounced.
Incorrect responses	Make a slash (/) through sounds pronounced incorrectly. Circle the item if the student repeats the word correctly, but without segmentation.
Self-corrections	If a student makes an error but corrects it within *3 seconds*, write "SC" above the phoneme and score it as correct.

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Situation	How to score
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. For example, if the word is "track," and the student says "tu...ru...a...ku" they would receive 4 of 4 points.

Word	Student Says	Scoring Procedure	Correct Segments
track	"tu…ru…a…ku"	/t/ /r/ /a/ /k/	4 /4
bet	"bu…e…tu"	/b/ /e/ /t/	3 /3

Situation	How to score
Additions	Additions are not counted as errors if they are separated from the other sounds in the word. For example, if the word is "track," and the student says "t...r...a...ck...s," they would receive 4 of 4 points.

Word	Student Says	Scoring Procedure	Correct Segments
track	"t…r…a…ck…s"	/t/ /r/ /a/ /k/	4 /4
top	"s…t…o…p"	/t/ /o/ /p/	3 /3
top	"st…o…p"	/t̸/ /o/ /p/	2 /3
top	"s…t…ol…p"	/t/ /o̸/ /p/	2 /3
top	"s…t…o…l…p"	/t/ /o/ /p/	3 /3

Situation	How to score
Sound elongation	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, "ssssuuuunnnn," with each phoneme held long enough to make it clear they know the sounds in the word, they would receive credit for 3 phonemes correct. This is a professional judgment and should be based on the student's responses and prior knowledge of the student's instruction. When in doubt, no credit is given.

Word	Student Says	Scoring Procedure	Correct Segments
sun	"ssssuuuunnnn"	/s/ /u/ /n/	_3_/3

Situation	How to score
Partial segmentation	The student is given credit for each correct sound segment, even if they have not segmented to the phoneme level. Use the underline to indicate the size of the sound segment. For example, if the word is "track," and the student says "tr...ack," they would receive 2 of 4 points.

Word	Student Says	Scoring Procedure	Correct Segments
track	"tr…ack"	/t/ /r/ /a/ /k/	_2_/4
bet	"b…et"	/b/ /e/ /t/	_2_/3

Situation	How to score
Overlapping segmentation	The student receives credit for each different, correct, sound segment of the word. Thus, if the word is "track," and the student says "tra...ack," the student would receive 2 of 4 points because /tra/ and /ack/ are both different, correct, sound segments of "track."

Word	Student Says	Scoring Procedure	Correct Segments
track	"tra…ack"	/t/ /r/ /a/ /k/	_2_ /4
bet	"be…e…et"	/b/ /e/ /t/	_3_ /3

Situation	How to score
Mispronounced segment	The student does not receive credit for sound segments that are mispronounced. For example, if the word is "track," and the student says "t...r...a...gs" they would receive no credit for /gs/ because there is no /g/ or /s/ sound segment in the word "track."

Word	Student Says	Scoring Procedure	Correct Segments
track	"t…r…a…gs"	/t/ /r/ /a/ /k̶/	_3_ /4
bet	"p…i…t"	/b̶/ /e̶/ /t/	_1_ /3
bet	"d…e…t"	/b̶/ /e/ /t/	_2_ /3

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Situation	How to score
No segmentation	If the student repeats the entire word, no credit is given for any sounds. For example, if the word is "track," and the student says "track," circle the entire word and record zero points.

Word	Student Says	Scoring Procedure	Correct Segments
track	"track"	/t/ /r/ /a/ /k/	0 /4

Situation	How to score
Spelling	If the student spells the word, no credit is given. For example, if the word is "track," and the student says "t …r…a...c…k", cross out each sound.

Word	Student Says	Scoring Procedure	Correct Segments
track	"t…r…a…c…k"	/t/ /r/ /a/ /k/	0 /4

Situation	How to score
Omissions	A sound is incorrect if the student omits the sound, but the sound is left unmarked.

Word	Student Says	Scoring Procedure	Correct Segments
track	"tr…" (3 seconds)	/t/ /r/ /a/ /k/	1 /4
bet	"b… t"	/b/ /e/ /t/	2 /3

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PSF Fidelity of Administration

The observer should judge the full test administration. That includes observing setup and directions, timing and scoring the test in parallel with the examiner, checking examiner's accuracy in procedures using the fidelity checklist in the Appendix, and deciding if examiner passes or needs more practice for each procedure listed.

Nonsense Word Fluency (NWF)

Applicable grades: Fall of kindergarten through spring of third grade.

Objective: Student reads or sounds out nonsense words for 60 seconds.

Uses: Benchmark and risk assessment; progress monitoring.

Materials

- Scoring book
- Student form
- Pen or pencil
- Clipboard
- Timer

Administration

1. Position the clipboard and timer so that the student cannot see what you record.
2. Place the student copy of the NWF practice items in front of the student.
3. Say these specific directions:

   Look at this word.

   (point to first word on the practice form)

   It's a make-believe word.

   Watch me read the word: /h/ /a/ /p/, "hap."

(point to each letter, then run your finger fast beneath the whole word)

I can say the sounds of the letters, /h/ /a/ /p/

(point to each letter)

<u>or</u> I can read the whole word "hap."

(run your finger fast beneath the whole word)

Your turn to read a make-believe word.

Read this word the best you can.

(point to the word "lum")

Make sure you say any sounds you know.

Student response	Examiner response
CORRECT	**That's right.**
If student says "lum" or /l/ /u/ /m/	**The sounds are /l/ /u/ /m/ or "lum".**
INCORRECT	**Remember, you can say the sounds or you can say the whole word.**
Any other response	**Watch me: the sounds are /l/ /u/ /m/.**
	(point to each letter)
	Or "lum."
	(run your finger fast beneath the whole word)
	Let's try again.
	Read this word the best you can.
	(point to the word "lum")

(place the student copy of the form in front of the student)

Here are some more make-believe words.

(point to the student form)

Start here

(point to the first nonsense word)

and go across the page

(point across the page)

When I say "Begin," read the words the best you can.

Point to each letter and tell me the sound <u>or</u> read the whole word.

Put your finger on the first word.

Ready?

Begin.

4. Start the timer after saying begin.
5. Follow along in the Scoring Booklet. As the student says sounds/words, underline each correct sound/word produced. Put a slash (/) through sounds/words produced incorrectly. See Acceptable Prompts and Scoring Rules for more details.
6. At the end of 60 seconds, place a bracket ([]) after the last nonsense word for which the student provided sound/word and say, **Stop**.

Acceptable prompts

There is only one acceptable prompt for NWF: a prompt for when students hesitate. Execution of the prompt depends on whether a students is initially blending nonsense words or sounding them out. If the student is reading words, the rule applies to words; if the student is sounding words out, the rule applies to sounds.

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Hesitation Prompt. If student hesitates for 3 seconds on a sound/word, mark the sound/word as incorrect, point to the next sound/word, and say:

Keep going.

Repeat this as many times as needed throughout administration. The maximum time for each sound/word is 3 seconds.

Discontinue rules

Discontinue NWF Rule. If a student does not get any sounds correct in the first 5 words, discontinue NWF, put a bracket after the last nonsense word attempted and record a score of 0 for both CLS and WRC.

Discontinue Benchmark Assessments Rule. *For middle of kindergarten only*, if student does not get any sounds correct in the first 5 words, discontinue NWF and any further benchmark assessments for that time of year (i.e., WRF). At all other times of year, benchmark assessment continues regardless of NWF score.

Scoring rules

NWF provides two scores: the sum of correct letter sounds (CLS) and the sum of words read or recoded correctly (WRC). Every correct letter sound receives 1 point for CLS, regardless of whether a student blends. Words read correctly, whether sounded out initially or not, receive 1 point each for WRC. Mark student responses according to the rules in the first table below. The second table provides several examples of common situations and how to score in them.

Correct responses	Underline the letters in the word that the student produces correctly. Underline multiple letters for partially blended words and whole words fully blended words (with or without sounding out initially).
Incorrect responses	Make a slash (/) through sounds/words produced incorrectly.
Self-corrections	If a student makes an error but corrects it within *3 seconds*, write "SC" above the phoneme and score it as correct.

Situation	How to score
Sounds followed by word	When a student sounds out a nonsense word and then blends it. Underline the individual letters and then the nonsense word as a whole and score a 3 for CLS and a 1 for WRC.

Word	Student Says	Scoring Procedure	Score CLS WRC
rab	"/r/…/a/…rab"	/r/ /a/ /b/	3 /3 1 /1
mot	"/m/…/o/…/t/…mot"	/m/ /o/ /t/	3 /3 1 /1

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Situation	How to score
Repeated sounds	Letter sounds given twice receive credit once. For example, if stimulus word is "rab" and the student says /r/ /a/ /ab/, the student receives only 1 point for the letter sound "a" even though the correct sound was provided twice, and a total CLS score of 3 and a total WRC score of 0.

Word	Student Says	Scoring Procedure	Score	
			CLS	WRC
rab	"r…a…ab"	/r/ /a/ /b/	3 /3	0 /1
mot	"m…o…t…mo…t"	/m/ /o/ /t/	3 /3	0 /1

Situation	How to score
Partially correct responses	If a word is partially correct, underline the corresponding letters for the sounds produced correctly and word parts for any sounds blended. Put a slash (/) through incorrectly produced letter sounds (to distinguish from omissions; see Omissions scoring rule). For example, if the word is "rab" and the student says "rayb" (with a long /a/), the letters "r" and "b" would be underlined, and the letter "a" would be slashed with a score of 2 for CLS and 0 for WRC.

Word	Student Says	Scoring Procedure	Score	
			CLS	WRC
rab	"r…ay…b"	/r/ /a/ /b/	2 /3	0 /1
nar	"n…er"	/n /ar/	1 /2	0 /1

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Situation	How to score
Sounds out of order	Letter sounds produced out of order are scored as incorrect. For example, if stimulus word is "mot" and the student says /t/ /o/ /m/, only /o/, a letter sound read correctly, would be underlined with a score of 1 for CLS and 0 for WRC. This is true even if the student using partial or full blending. Blended letter sounds must be correct *and in the correct position* (beginning, middle, end) to receive credit (see last two examples). If a student reads a nonsense word using blending, letter sounds produced out of order are scored as incorrect.

Word	Student Says	Scoring Procedure	Score	
			CLS	WRC
mot	"t…o…m"	/m̸/ <u>/o/</u> /t̸/	<u>1</u>/3	<u>0</u>/1
mot	"to…om…tom"	/m̸/ <u>/o/</u> /t̸/	<u>1</u>/3	<u>0</u>/1
mot	"tom"	/m̸/ <u>/o/</u> /t̸/	<u>1</u>/3	<u>0</u>/1
mot	"mob"	<u>/m/</u> <u>/o/</u> /t̸/	<u>2</u>/3	<u>0</u>/1
ag	"ga"	/a̸/ /g̸/	<u>0</u>/2	<u>0</u>/1

Omissions	If a student skips a word or row, skip marking any slash and move to the next word, row, or page with the student.

NWF Fidelity of Administration

The observer should judge the full test administration. That includes observing setup and directions, timing and scoring the test in parallel with the examiner, checking examiner's accuracy in procedures using the fidelity checklist in the Appendix, and deciding if examiner passes or needs more practice for each procedure listed.

Word Reading Fluency (WRF)

Applicable grades: Fall of kindergarten through spring of third grade.

Objective: Student reads sight words for 60 seconds.

Uses: Benchmark and risk assessment; progress monitoring.

Materials

- Scoring book
- Student form
- Pen or pencil
- Clipboard
- Timer

Administration

1. Position the clipboard and timer so that the student cannot see what you record.
2. Place the student copy of the WRF form in front of the student.
3. Say these specific directions:

   Please read from this list of words.

   (point to the student form)

   Start here

   (point to the first word)

   and go across the page.

   (point across the page)

   When I say "Begin," point to each word and read it the best you can.

   If you get stuck, I will tell you the word, so you can keep reading.

   Put your finger on the first word.

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Ready?

Begin.

4. Start the timer when student says first word.

5. Follow along in the Scoring Booklet. As the student provides responses, put a slash (/) through each word read incorrectly. See Acceptable Prompts and Scoring Rules for more details.

6. At the end of 60 seconds, place a bracket (]) after the last word read and say, **Stop**.

Acceptable prompts

There is only one acceptable prompt for WRF: a prompt for when students hesitate.

Hesitation Prompt. If student hesitates for 3 seconds on a word, give the correct word, mark the word as incorrect, point to the next word, and say:

Keep going.

Repeat this as many times as needed throughout administration. The maximum time for each word is 3 seconds.

Discontinue rules

Discontinue WRF Rule. If a student does not get any words correct in the first line (5 words), discontinue WRF, put a bracket after the last word attempted and record a score of 0.

Discontinue Benchmark Assessments Rule. *For beginning of first grade only*, if student does not get any sounds correct in the first 5 words: discontinue WRF and any further benchmark assessments for that time of year (i.e., ORF). At all other times of year, benchmark assessment continues regardless of WRF score.

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Scoring Rules

WRF provides one score: the sum of words read correctly. Mark student responses according to the rules in the first table below. The second table provides several examples of common situations and how to score in them.

Correct responses	Do not mark correct items on the scoring book.
Incorrect responses	Put a slash (/) through words produced incorrectly.
Self-correct	If a student makes an error and corrects it within 3 seconds, write "SC" above the word and score it as correct.

Situation	How to score
Sounded out words	If a word is sounded out without blending, it is incorrect. If a word is sounded out and then blended, it is correct.

Words	Student Says	Scoring Procedure	Score
joy draw cloud	"/j/ /oy/ draw cloud"	jo̸y̸ draw cloud	2 /3
joy draw cloud	"/j/ /oy/ joy draw cloud"	joy draw cloud	3 /3

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Situation	How to score
Word order	Words read correctly but in the wrong order are scored as incorrect.

Words	Student Says	Scoring Procedure	Score
joy draw cloud	"joy cloud draw"	joy d~~r~~aw cl~~o~~ud	_1_ /3

Situation	How to score
Omissions	A word is incorrect if the student skips the word. If the student skips an entire line, cross out the line and record a score of 0 for that line.

WRF Fidelity of Administration

The observer should judge the full test administration. That includes observing setup and directions, timing and scoring the test in parallel with the examiner, checking examiner's accuracy in procedures using the fidelity checklist in the Appendix, and deciding if examiner passes or needs more practice for each procedure listed.

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Oral Reading Fluency (ORF)

Applicable grades: Fall of first grade through spring of eighth grade.

Objective: Student reads a passage aloud for 60 seconds.

Uses: Benchmark and risk assessment; progress monitoring.

Materials

- Scoring book
- Student form
- Pen or pencil
- Clipboard
- Timer

Administration

1. Position the clipboard and timer so that the student cannot see what you record.
2. Place the student copy of the ORF form in front of the student.
3. Say these specific directions:

    Please read this

    (point to the 1st word of the 1st paragraph of the passage)

    out loud.

    If you get stuck, I will tell you the word, so you can keep reading.

    When I say "Stop" I may ask you to tell me about what you read, so do your best reading.

    Start here

    (point to the first word of the passage).

    Ready?

    Begin.

4. Start the timer when the student says the first word of the passage. Do NOT count the title. If the student fails to say the first word after 3 seconds, tell the student the word and mark it as incorrect, then start the timer.

5. Follow along in the Scoring Booklet. As the student provides responses, put a slash (/) through each word read incorrectly. See Acceptable Prompts and Scoring Rules for more details.

6. At the end of 60 seconds, place a bracket (]) after the last word read and say, **Stop**.

Acceptable prompts

There is only one acceptable prompt for ORF: a prompt for when students hesitate.

Hesitation Prompt. If student hesitates for 3 seconds on a word, give the correct word, and mark the word as incorrect. Repeat this as many times as needed throughout administration. The maximum time for each word is 3 seconds.

Discontinue rules

Discontinue ORF Rule. If the student does not read any words correctly in the first line of the passage, discontinue ORF, put a bracket after the last word attempted and record a score of 0.

Discontinue Benchmark Assessments Rule. Benchmark assessment always continues regardless of ORF score.

Scoring rules

ORF provides two scores: the sum of words read correctly and an accuracy percentage. The accuracy percentage is calculated by dividing the sum of words read correctly by the number of total words attempted (including errors) and multiplying by 100:

$$Accuracy = \frac{words\ read\ correctly}{total\ words\ read} \times 100$$

Mark student responses according to the rules in the first table below. The second table provides several examples of common situations and how to score in them.

Correct responses	Do not mark correct items on the scoring book.
Incorrect responses	Put a slash (/) through words produced incorrectly.
Self-correct	If a student makes an error and corrects it within 3 seconds, write "SC" above the word and score it as correct.

Situation	How to score
Insertions	Inserted words are ignored and not counted as errors. The student does not get points for inserted words. If the student frequently inserts extra words, it may be worth noting the pattern at the bottom of the scoring page.

Passage	Student Says	Scoring Procedure	Score
I have a dog.	"I have a new dog."	I have a dog.	4 /4
The walk was fun.	"The walk was really fun."	The walk was fun.	4 /4

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Situation	How to score
Repetitions	Words that are repeated are not scored as incorrect so long as they are read correctly. They are treated as insertions and ignored in scoring. | Passage	Student Says	Scoring Procedure	Score
---	---	---	---
I have a dog.	"I have a … I have a dog."	I have a dog.	<u>4</u> /4	
Sounded out words	A word is scored as incorrect if it is sounded out correctly but not blended. If it is blended, it is scored as correct. | Passage	Student Says	Scoring Procedure	Score
---	---	---	---
We like to read.	"We like to rrrr … eeee … d read."	We like to read.	<u>4</u> /4
We like to read.	"We like to rrrr … eeee … d."	We like to re~~a~~d.	<u>3</u> /4	

Situation	How to score
Abbreviations	Abbreviations should be read in the way you would normally pronounce the abbreviation in conversation. For example, ASAP could be read as "ay ess ay pea" or "ay sap" and Dr. would be read as "doctor."

Passage	Student Says	Scoring Procedure	Score
Tell me ASAP.	"Tell me ay ess ay pea."	Tell me ASAP.	3/3
Tell me ASAP.	"Tell me ay sap."	Tell me ASAP.	3/3
Dr. Jones looked at my teeth.	"Doctor Jones looked at my teeth."	Dr. Jones looked at my teeth.	6/6
Dr. Jones looked at my teeth.	"'D' 'r' Jones looked at my teeth."	D̸r. Jones looked at my teeth.	5/6

Situation	How to score
Mispronounced words	A word is scored as incorrect if it is pronounced incorrectly in the context of the sentence.

Passage	Student Says	Scoring Procedure	Score
We like to read.	"We like to red."	We like to r̸ead.	3/4

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Situation	How to score
Word order	All words that are read correctly but in the wrong order are scored as incorrect.

Passage	Student Says	Scoring Procedure	Score
The green park has flowers.	"The park green has flowers."	The green park has flowers.	3 /5

Situation	How to score
Omissions	Omitted words are scored as incorrect. If a student skips an entire row, cross out the row and mark the skipped words incorrect.

ORF Fidelity of Administration

The observer should judge the full test administration. That includes observing setup and directions, timing and scoring the test in parallel with the examiner, checking examiner's accuracy in procedures using the fidelity checklist in the Appendix, and deciding if examiner passes or needs more practice for each procedure listed.

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Appendix: Administration and Scoring Fidelity Checklists

Letter Naming Fluency Fidelity Checklist

Pass	Needs practice	
☐	☐	1. Holds clipboard and timer so student cannot see what is recorded.
☐	☐	2. Places the student copy in front of the student.
☐	☐	3. Performs standardized directions verbatim.
☐	☐	4. Starts timer after saying **Begin**.
☐	☐	5. Follows along and marks the scoring book as the student responds.
☐	☐	6. Administers acceptable prompts (i.e., hesitation and letter sound) correctly and when appropriate.
☐	☐	7. Applies scoring rules consistently and correctly.
☐	☐	8. Applies the discontinue rule correctly, if appropriate.
☐	☐	9. At the end of 60 seconds, puts a bracket ([]) after the last letter named and says **Stop**.
☐	☐	10. Accurately determines and records the total number of correct letter names in 60 seconds. Score is within 2 points of the expert examiner.

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Phonemic Segmentation Fluency Fidelity Checklist

Pass	Needs practice	
☐	☐	1. Holds clipboard and timer so student cannot see what is recorded.
☐	☐	2. Performs standardized directions verbatim, including the correction procedure, if applicable.
☐	☐	3. Starts timer after presenting the first word.
☐	☐	4. Follows along and marks the scoring book as the student responds.
☐	☐	5. As soon as the student is finished saying the sounds in the current word, presents the next word promptly and clearly.
☐	☐	6. Administers acceptable prompts correctly and when appropriate.
☐	☐	7. Applies scoring rules consistently and correctly.
☐	☐	8. Applies the discontinue rule correctly, if appropriate.
☐	☐	9. Stops at the end of 60 seconds and puts a bracket (]) after the last response.
☐	☐	10. Accurately determines and records the total number of correctly produced phonemes in 60 seconds. Score is within 2 points of the expert examiner.

Nonsense Word Fluency Fidelity Checklist

Pass	Needs Practice		
☐	☐	1.	Holds clipboard and timer so student cannot see what is recorded.
☐	☐	2.	Places student copy in front of the student.
☐	☐	3.	Performs standardized directions verbatim, including the correction procedure when appropriate.
☐	☐	4.	Starts timer after saying **Begin**.
☐	☐	5.	Follows along and marks the scoring book as the student responds.
☐	☐	6.	Administers acceptable prompts correctly, if appropriate.
☐	☐	7.	Applies scoring rules consistently and correctly.
☐	☐	8.	Applies the discontinue rule correctly, if appropriate.
☐	☐	9.	At the end of 60 seconds, puts a bracket (]) after the last sound provided and says **Stop**.
☐	☐	10.	Accurately determines and records the correct letter sounds produced and words read correctly within 60 seconds. Score is within 2 points of the expert examiner.

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Word Reading Fluency Fidelity Checklist

Pass	Needs Practice	
☐	☐	1. Holds clipboard and timer so student cannot see what is recorded.
☐	☐	2. Places student copy in front of the student.
☐	☐	3. Performs standardized directions verbatim.
☐	☐	4. Starts timer when the student says the first word.
☐	☐	5. Follows along and marks the scoring book as the student responds.
☐	☐	6. Administers acceptable prompts correctly, if appropriate.
☐	☐	7. Applies scoring rules consistently and correctly.
☐	☐	8. Applies the discontinue rule correctly and when appropriate.
☐	☐	9. At the end of 60 seconds, puts a bracket (]) after the last sound provided and says **Stop**.
☐	☐	10. Accurately determines and records the number of words read correctly. Score is within 2 points of the expert examiner.

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Oral Reading Fluency Fidelity Checklist

Pass	Needs Practice	
☐	☐	1. Holds clipboard and timer so student cannot see what is recorded.
☐	☐	2. Places student copy in front of the student.
☐	☐	3. Performs standardized directions verbatim.
☐	☐	4. Starts timer when the student says the first word.
☐	☐	5. Follows along and marks the scoring book as the student responds.
☐	☐	6. Administers acceptable prompts correctly, if appropriate.
☐	☐	7. Applies scoring rules consistently and correctly.
☐	☐	8. Applies the discontinue rule correctly and when appropriate.
☐	☐	9. At the end of 60 seconds, puts a bracket (]) after the last sound provided and says **Stop**.
☐	☐	10. Accurately determines and records the number of words read correctly. Score is within 2 points of the expert examiner.