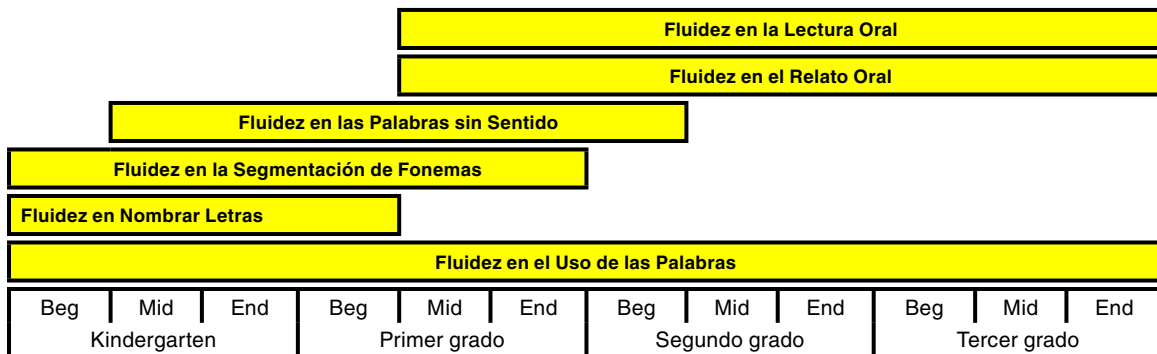


Indicadores Dinámicos del Éxito en la Lectura 7a edición

IDEL



Administration and Scoring Guide *Guía en inglés para la administración y calificación de* *IDEL*

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Administration and Scoring Guide
 Guía en inglés para la administración y calificación de
 IDEL

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Fluidez en Nombrar Letras¹
Indicadores Dinámicos del Éxito en la Lectura 7a Ed.
Directions for Administration and Scoring

Target Age Range

Fluidez en Nombrar Letras											
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Kindergarten			Primer grado			Segundo grado			Tercer grado		

Fluidez en Nombrar Letras (FNL) is intended for most children from fall of kindergarten through fall of first grade. Although a benchmark goal is provided for FNL, it does not correspond to a big idea of early literacy skills (phonological awareness, alphabetic principle, accuracy and fluency with connected text, vocabulary, and comprehension) and, at least in English, it does not appear to be essential to achieve reading outcomes. However, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk. For students at risk, the primary instructional goals should be in phonological awareness, alphabetic principle, and accuracy and fluency with connected text.

Description

IDEL-Fluidez en Nombrar Letras (FNL) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are told if they do not know a letter they will be told the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute. Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. That is, below the 20th percentile using local district norms. Students are considered at some risk if they perform between the 20th and 40th percentile using local norms. Students are considered at low risk if they perform above the 40th percentile using local norms. The 3-week, alternate-form reliability of FNL in the fall of kindergarten is .91. The concurrent criterion-related validity of FNL with the Woodcock-Muñoz, Batería-R APR Destrezas Básicas is .58 at the end of Kindergarten (Watson, 2004).

Materials: Student copy of probe, examiner copy of probe, clipboard, stopwatch, and colored scoring pen.

Directions for Administration:

1. Place the student copy of probe in front of the student.
2. Place the examiner probe on clipboard and position so that the student cannot see what you record.

¹In University of Oregon, *Indicadores Dinámicos del Exito en la Lectura (7a ed.)*. Eugene, OR: University of Oregon. Acceso: <http://dibels.uoregon.edu/>

3. Say these specific directions to the student:

Aquí hay algunas letras. Dime el nombre de todas las letras que puedas. Cuando yo diga ‘empieza’, comienza aquí (señale la primera letra a mano izquierda de la página) ***y continúa a través de la página*** (demuéstrelo con el dedo). ***Señala cada letra y dime el nombre de la letra. Si no sabes cómo se dice una letra, yo te la digo. Pon el dedo en la primera letra. ¿Estás listo/a?*** (pausa) ***Empieza.***

4. Start your stop watch.
5. Follow along on the examiner probe. Put a slash (/) through letters named incorrectly (see scoring procedures).
6. If the student provides the letter sound rather than the letter name, say, ***“Recuerda decirme el nombre de la letra, no el sonido.”*** This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and indicate what the student did at the bottom of the page.
7. If the student provides the letter name in English rather than in Spanish, say, ***“Recuerda decirme el nombre de la letra en español, no en inglés.”*** This prompt may be provided once during the administration. If the student continues providing letter sounds in English, mark each letter as incorrect and indicate what the student did at the bottom of the page.
8. At the end of 1 minute, place a bracket (]) after the last letter named and say, ***“Para.”***

Directions for Scoring:

1. Discontinue Rule. 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.
2. 3 second rule. If the student hesitates for 3 seconds on a letter, score the letter incorrect, provide the correct letter, point to the next letter, and say ***“¿Qué letra?”*** This prompt may be repeated. For example, if the letters are “l n s” and the student says, “ele” (3 seconds), prompt by saying, “ene” (point to s) ***“¿Qué letra?”***

For example, if **examiner says** and **student says**

<p>Empieza <i>ge ... jota ... e ... ele ... (3 sec) ene ¿Qué letra? (point to s) ... ese ... ere ... (3 sec) cu ¿Qué letra? (point to h) hache ... ce</i></p>
--

Cuaderno para los examinadores

<p>g J E I N S R O H C</p>
<p>Total: <u>8</u></p>

3. Self correct. If a student makes an error and corrects him or herself within 3 seconds, write “AC” (for “autocorrige”) above the letter and do not count it as an error.
4. Incorrect letter. A letter is incorrect if the student substitutes a different letter for the stimulus letter (e.g., “b” for “d”).

For example, if **examiner says** and *student says*

Empieza <i>pe ... jota ... e ... ele ... eme ... ese ... erre ... ge ... hache ... ce</i>

Cuaderno para los examinadores

<hr/> s J E I n S R o h C <hr/> <p style="text-align: right;">Total: <u>7</u></p>
--

5. Omissions. A letter is incorrect if the student omits the letter.

For example, if **examiner says** and *student says*

Empieza <i>ge ... e ... ele ... ene ... ese ... ere ... ce</i>
--

Cuaderno para los examinadores

<hr/> g J E I n S R o h C <hr/> <p style="text-align: right;">Total: <u>7</u></p>
--

6. Similar shaped font. For some fonts, the upper case letter “i,” and the lower case letter “L” are difficult or impossible to distinguish. A response of either “i” or “L” is scored as correct. For example, if the letters are “I (upper case i) j e l (lower case L)” and the student names them both “ele”, score as correct

For example, if **examiner says** and *student says*

Empieza <i>ele ... jota ... e ...ele ... ene ... ese ... ere ... cu ... hache ... ce</i>
--

Cuaderno para los examinadores

I	J	E	I	n	S	R	q	h	C
									Total: <u>10</u>

7. 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 /l/ for /r/ and pronounces “ele” for “ere” when naming the letter “R,” 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.

For example, if **examiner says** and *student says*

Empieza <i>ge ... jota ... e ... ele ...ene ... ese ... ele ... cu ... hache ... ce</i>

Cuaderno para los examinadores

g	J	E	I	n	S	R	q	h	C
									Total: <u>10</u>

8. Skips row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

IDEL Fluidez en Nombrar Letras Assessment Integrity Checklist

Directions: As the observer, please observe setup and directions, time and score the test with the examiner, check examiner’s accuracy in following procedures, and decide if examiner passes or needs more practice.

Fine	Needs Practice	√ box to indicate Fine or Needs Practice
<input type="checkbox"/>	<input type="checkbox"/>	1. Performs standardized directions verbatim. <i>“Aquí hay algunas letras. Dime el nombre de todas las letras que puedas. Cuando yo diga ‘empieza’, comienza aquí, y continúa a través de la página. Señala cada letra y dime el nombre de la letra. Si no sabes cómo se dice una letra, yo te la digo? Empieza.”</i>
<input type="checkbox"/>	<input type="checkbox"/>	2. Holds clipboard and stopwatch so child cannot see what (s)he records.
<input type="checkbox"/>	<input type="checkbox"/>	3. Starts stopwatch after saying “empieza.”
<input type="checkbox"/>	<input type="checkbox"/>	4. At the end of 1 minute, places a bracket () after the last letter named and says, “Para.”
<input type="checkbox"/>	<input type="checkbox"/>	5. If child does not respond in 3 seconds, provides the correct letter, points to the next letter and says “¿Qué letra?” Scores the letter as incorrect.
<input type="checkbox"/>	<input type="checkbox"/>	6. Follows along on the examiner sheet and slashes incorrect letters.
<input type="checkbox"/>	<input type="checkbox"/>	7. Follows discontinue rule if child does not produce any correct letter names in the first 10 letters (one row). Records score of 0 for the probe.
<input type="checkbox"/>	<input type="checkbox"/>	8. If student says letter sounds instead of letter names, uses prompt, “ <i>Recuerda decirme el nombre de la letra, no el sonido.</i> ” Prompts once, scores further letter sounds as incorrect, and notes what child did on score sheet.
<input type="checkbox"/>	<input type="checkbox"/>	9. If the student provides the letter name in English rather than in Spanish, say, “ <i>Recuerda decirme el nombre de la letra en español, no en inglés.</i> ” Prompts once, scores further letter names as incorrect, and notes what child did on score sheet.
<input type="checkbox"/>	<input type="checkbox"/>	10. Records the total number of correct letter names in 1 minute.
<input type="checkbox"/>	<input type="checkbox"/>	11. Shadow score with the examiner. Is he/she within 2 points on the final score?

Fluidez en la Segmentación de Fonemas¹
Indicadores Dinámicos del Éxito en la Lectura 7a Ed.
Directions for Administration and Scoring

Target Age Range

Fluidez en la Segmentación de Fonemas											
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Kindergarten			Primer grado			Segundo grado			Tercer grado		

Fluidez en la Segmentación de Fonemas (FSF) is intended for most children from beginning of kindergarten through spring of first grade. It may be appropriate for monitoring the progress of older children with low skills in phonological awareness.

Description

IDEL-Fluidez en la Segmentación de Fonemas (FSF) is a standardized, individually administered test of phonological awareness. The FSF measure assesses a student’s ability to segment one, two, or three syllable words into their individual phonemes fluently. The FSF measure has been found to be a good predictor of later reading achievement (Nelson, 2001). The FSF task is administered by the examiner orally presenting words of one to three syllables. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says, “gato,” and the student says, “/g/ /a/ /t/ /o/” to receive 4 possible points for the word, one for each phoneme. Because the syllable is a salient sound part in Spanish due to its predictability of letter-sound correspondence, and the language’s high frequency of multi-syllabic words, FSF also includes a column (Sí) to record the number of syllables students say in a minute. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score. The FSF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress. The benchmark goal is 50 correct phonemes per minute in the spring of kindergarten and fall of first grade. Students scoring below 35 in the spring of kindergarten and fall of first grade may need intensive instructional support to achieve benchmark goals.

The three-week alternate-form reliability for IDEL-FSF is .87 in the middle of first grade (Baker, Good, Peyton, & Watson, in preparation). Further research on the decision-utility of syllabic segmentation in the early stages of beginning reading needs to be conducted. However, segmenting a word in syllables is considered an initial step toward the development of phonemic awareness, while segmenting words at the phoneme level is associated with a higher level of phonemic awareness (Jiménez & Ortiz, 2000). Thus, students who need more intensive support in becoming successful readers, may need to practice segmenting words at the phoneme level (Jiménez & Ortiz, 2000; Signorini, 1997; Vaughn et al., 2005).

¹In University of Oregon, *Indicadores dinámicos del éxito en la lectura (7a ed.)*. Eugene, OR: University of Oregon. Acceso: <http://dibels.uoregon.edu/>

Materials: Examiner probe, clipboard, stopwatch, and colored scoring pencil.

Directions for Administration:

1. Place examiner probe on clipboard and position so that the student cannot see what you record.
2. Say these specific directions to the student.

“Voy a decir una palabra. Después de que la diga, quiero que me digas todos los sonidos que tiene la palabra, sonido por sonido. Por ejemplo, si yo digo, “oso”, tú dices /o/ /s/ /o/. Vamos a probar. (pausa) Dime los sonidos en la palabra “mesa”.

<p>RESPUESTA CORRECTA: Si el alumno dice /m/ /e/ /s/ /a/, usted dice:</p>	<p>RESPUESTA INCORRECTA: Si el alumno dice cualquier otra respuesta, usted dice:</p>
<p><i>Muy bien. Los sonidos en la palabra “mesa” son /m/ /e/ /s/ /a/.</i></p>	<p><i>Los sonidos en la palabra “mesa” son /m/ /e/ /s/ /a/. Ahora te toca a ti. Dime los sonidos en “mesa”.</i></p>

Bien. Aquí viene tu primera palabra.

3. Give the student the first word and start your stopwatch. If the student does not say a sound segment after 3 seconds, give him/her 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 different, correct, sound segment produced. 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 the student provides the initial sound only, wait 3 seconds for elaboration.
7. If a student has done the examples correctly and does not answer the questions correctly, say, ***“Recuerda decirme los sonidos en la palabra.”*** This prompt can be given only once.
8. At the end of **1 minute**, stop presenting words and scoring further responses. Place a bracket (]) after the last sound segment, say ***“Para”*** and stop your stopwatch. Do not present more words.
9. Add the *total number of sound segments* produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet in the blank labeled “Todas Las Partes (TLP).”
10. Add the *number of syllable* parts produced correctly. Record the number of syllable parts on the bottom of the scoring sheet in the blank labeled: “Partes silábicas (Síl).”

Directions for Scoring:

1. Discontinue rule. If a student has not given any sound segments correctly in the first 5 words, discontinue the task and put a score of zero (0).
2. Underline the sound segments in the word the student produces that are correctly pronounced.
 - Total Parts – Todas Las Partes (TLP): students receive 1 point for each different, correct, part of the word.
 - Syllable Parts – Partes silábicas (Sí): students receive 1 point for each different, correct, syllable part of a multisyllabic word. If the word is a single syllable word, the student does not receive any syllable points for saying the whole word.
3. Put a slash (/) through sound segments or sound parts pronounced incorrectly.
4. Complete correct phoneme segmentation. The phonemic awareness goal is for the student to be able to provide all phonemes of the word. A correct phoneme is the smallest sound segment that a word can be divided into. For example, the sound /g/ is a correct phoneme of “gato,” as are /a/ /t/ and /o/. Note: Vowels in the beginning of a word can sometimes be both a syllable and a phoneme. For example, one correct syllable part, “Partes silábicas (Sí),” is counted for /a/ in “abajo” because the phoneme /a/ is also the first syllable.

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra					
un	u ... n	gato	g ... a ... t ... o		
cinta	s ... i ... n ... t ... a	abajo	a ... b ... a ... j ... o		

Cuaderno para los examinadores

				TLP	Sí
un	<u>/u/</u> <u>/n/</u>	gato	<u>/g/</u> <u>/a/</u> <u>/t/</u> <u>/o/</u>	<u>6</u> /6	<u>0</u> /2
cinta	<u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/t/</u> <u>/a/</u>	abajo	<u>/a/</u> <u>/b/</u> <u>/a/</u> <u>/j/</u> <u>/o/</u>	<u>10</u> /10	<u>1</u> /5
Todas Las Partes (TLP):				<u>16</u>	
Partes silábicas (Sí):					<u>1</u>

5. **Syllable Segmentation.** An initial step toward developing phonemic awareness may be syllable awareness. A correct syllable part is counted when the student’s response exactly matches the syllabication of the word. Syllabication of the word is indicated by the vertical line (|). Note: No syllable part is counted for monosyllabic words because the student is not providing a part of the word (see repeating whole word rule, 14). Each syllable is also counted as a correct part of the word for “Todas Las Partes (TLP).”

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
un	<i>un</i>	gato	<i>ga ... to</i>
cinta	<i>sin ... ta</i>	abajo	<i>a ... ba ... jo</i>

Cuaderno para los examinadores

un	<u>/u/ /n/</u>	gato	<u>/g/ /a/ /t/ /o/</u>	TLP	Síl
				<u>2</u> /6	<u>2</u> /2
cinta	<u>/s/ /i/ /n/ /t/ /a/</u>	abajo	<u>/a/ /b/ /a/ /j/ /o/</u>	<u>5</u> /10	<u>5</u> /5
Todas Las Partes (TLP):				<u>7</u>	
Partes silábicas (Síl):				<u>7</u>	

6. **Mixed Phoneme and Syllable Segmentation.** Syllabication of the word is indicated by the vertical line (|). A correct syllable part is counted when the student’s response *exactly matches* the syllabication of the word. That is, the scoring underline exactly matches the syllable. Note: No syllable part is counted for monosyllabic words because the student is not providing a part of the word (see repeating whole word rule, 14). Each syllable is also counted as a correct part of the word for “Todas Las Partes (TLP).”

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
un	<i>u ... n</i>	gato	<i>g ... a ... to</i>
cinta	<i>si ... n ... ta</i>	abajo	<i>a ... b ... a ... jo</i>

Cuaderno para los examinadores

un	<u>/u/ /n/</u>	gato	<u>/g/ /a/ /t/ /o/</u>	TLP	Síl
				<u>5</u> /6	<u>1</u> /2
cinta	<u>/s/ /i/ /n/ /t/ /a/</u>	abajo	<u>/a/ /b/ /a/ /j/ /o/</u>	<u>7</u> /10	<u>3</u> /5
Todas Las Partes (TLP):				<u>12</u>	
Partes silábicas (Síl):				<u>4</u>	

7. Schwa sounds. Schwa sounds [ə] added to any consonant sounds are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without some form of a helper vowel like the schwa, and some variations of early instruction of sounds deliberately include the schwa sound in modeling. This rule does not specify how sounds should be taught, but only how sounds should be scored for IDEL FSF. Note: naming the letter, like “be” for b is different from adding the schwa and is not scored as a correct sound part.

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
un	<i>u ... n ə</i>	gato	<i>g ə ... a ... t ə ... o</i>
cinta	<i>s ə ... i ... n ə ... t ə ... a</i>	abajo	<i>a ... b ə ... a ... j ə ... o</i>

Cuaderno para los examinadores

				TLP	Síl
un	<u>/u/</u> <u>/n/</u>	gato	<u>/g/</u> <u>/a/</u> <u>/t/</u> <u>/o/</u>	<u>6</u> /6	<u>0</u> /2
cinta	<u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/t/</u> <u>/a/</u>	abajo	<u>/a/</u> <u>/b/</u> <u>/a/</u> <u>/j/</u> <u>/o/</u>	<u>10</u> /10	<u>1</u> /5
Todas Las Partes (TLP):				<u>16</u>	
Partes silábicas (Síl):					<u>1</u>

8. Incomplete segmentation: The student is given credit for each correct sound segment, even if they have not segmented to the phoneme level or the syllable level. Use the underline to indicate the size of the sound segment. A correct syllable part is counted only if the underline exactly matches the syllabication of a multisyllabic word as indicated by (|).

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
un	<i>u ... n</i>	gato	<i>g ... ato</i>
cinta	<i>si ... n ... ta</i>	abajo	<i>aba ... jo</i>

Cuaderno para los examinadores

				TLP	Síl
un	<u>/u/</u> <u>/n/</u>	gato	<u>/g/</u> <u>/a/</u> <u>/t/</u> <u>/o/</u>	<u>4</u> /6	<u>0</u> /2
cinta	<u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/t/</u> <u>/a/</u>	abajo	<u>/a/</u> <u>/b/</u> <u>/a/</u> <u>/j/</u> <u>/o/</u>	<u>5</u> /10	<u>2</u> /5
Todas Las Partes (TLP):				<u>9</u>	
Partes silábicas (Síl):					<u>2</u>

9. Overlapping segmentation: The student receives credit for each different, correct, sound segment of the word. Correct sound parts can overlap, as long as they are not exactly the same. However, a student cannot obtain more points for Todas Las Partes (TLP) or Partes silábicas (Síl) than the total points possible for that word.

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
pan	<i>pa ... an</i>	gato	<i>ga ... ato</i>
cinta	<i>si ... sin ... t ... ta</i>	abajo	<i>a ... aba ... jo ... o</i>

Cuaderno para los examinadores

pan	<u>/p/</u> <u>/a/</u> <u>/n/</u>	gato	<u>/g/</u> <u>/a/</u> <u>/t/</u> <u>/o/</u>	TLP	Síl
				<u>4/7</u>	<u>1/2</u>
cinta	<u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/t/</u> <u>/a/</u>	abajo	<u>/a/</u> <u>/b/</u> <u>/a/</u> <u>/j/</u> <u>/o/</u>	<u>8/10</u>	<u>4/5</u>
Todas Las Partes (TLP):				<u>12</u>	
Partes silábicas (Síl):				<u>5</u>	

10. 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, “uuuuunnnnnaaaaa” for “una,” with each phoneme held long enough to make it clear they know the sounds in the word (approximately 1 second for each sound), they would receive credit for 3 correct phonemes. This is a professional judgment and should be based on the student’s responses and prior knowledge of the student’s instruction. Be careful not to give credit when a student is just saying a word slowly or drawing the word. When in doubt, no credit is given.

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
una	<i>uuuuunnnnnaaaaa</i>	gato	<i>gggggaaaaatooooo</i>
cinta	<i>ssssiiiiinnnnntaaaa</i>	abajo	<i>aaaabaaaaajjjjjjooooo</i>

Cuaderno para los examinadores

una	<u>/u/</u> <u>/n/</u> <u>/a/</u>	gato	<u>/g/</u> <u>/a/</u> <u>/t/</u> <u>/o/</u>	TLP	Síl
				<u>7/7</u>	<u>1/4</u>
cinta	<u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/t/</u> <u>/a/</u>	abajo	<u>/a/</u> <u>/b/</u> <u>/a/</u> <u>/j/</u> <u>/o/</u>	<u>10/10</u>	<u>1/5</u>
Todas Las Partes (TLP):				<u>17</u>	
Partes silábicas (Síl):				<u>2</u>	

11. 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 /l/ for /r/, and says, /f/ /l/ /u/ /t/ /a/ for “fruta,” 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. Similarly, if the regional dialect pronounces “s” as /j/, then /g/ /u/ /j/ /t/ /a/ would be scored as 5 correct parts for the word “gusta.” A pronunciation guide is provided in this booklet, but the student’s articulation pattern and local dialect take precedence.

For example, if **examiner** says and *student, consistent with their speech pattern or dialect, says*

Aquí viene tu primera palabra			
fruta	<i>flu ... ta</i>	gusta	<i>g ... u ... j ... t ... a</i>
cinta	<i>th ... i ... n ... t ... a</i>	visa	<i>b ... i ... s ... a</i>

Cuaderno para los examinadores

			TLP	Síl
fruta	<u>/f/</u> <u>/r/</u> <u>/u/</u> <u>/t/</u> <u>/a/</u>	gusta	<u>/g/</u> <u>/u/</u> <u>/s/</u> <u>/t/</u> <u>/a/</u>	<u>7</u> /10 <u>2</u> /4
cinta	<u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/t/</u> <u>/a/</u>	visa	<u>/b/</u> <u>/i/</u> <u>/s/</u> <u>/a/</u>	<u>9</u> /9 <u>0</u> /4
Todas Las Partes (TLP):			<u>16</u>	
Partes silábicas (Síl):			<u>2</u>	

12. Incorrect Sound Segments: The student does not receive credit for any mispronounced sound segment or sound part. The *entire part* that the student provides must be correct in order to count as a correct part or a correct syllable part.

For example, if **examiner** says and *student says*

Aquí viene tu primera palabra			
un	<i>o ... n</i>	gato	<i>g ... a ... t ... a</i>
cinta	<i>s ... i ... n ... t ... e</i>	abajo	<i>a ... ba ... jos</i>

Cuaderno para los examinadores

			TLP	Síl
un	/u/ <u>/n/</u>	gato	<u>/g/</u> <u>/a/</u> <u>/t/</u> /o/	<u>4</u> /6 <u>0</u> /2
cinta	<u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/t/</u> /a/	abajo	<u>/a/</u> <u>/b/</u> <u>/a/</u> /j/ /o/	<u>6</u> /10 <u>2</u> /5
Todas Las Partes (TLP):			<u>10</u>	
Partes silábicas (Síl):			<u>2</u>	

13. Additions. Additions are not counted as errors if they are separated from the other sound parts in the word. However, *the entire sound part must be correct* in order to be counted as a correct part or a correct syllable part. For example, “ra” is incorrect because there is no “r” in the sound “a” Similarly, the entire syllable part “jo” is incorrect if the student says, “jos” because there is no “s” in the syllable “jo” (see rule 15).

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
un	<i>u ... n ... a</i>	gato	<i>g ... a ... t ... o ... s</i>
cinta	<i>s ... i ... n ... t ... ra</i>	abajo	<i>a ... ba ... jos</i>

Cuaderno para los examinadores

un	<u>/u/</u> <u>/n/</u>	gato	<u>/g/</u> <u>/a/</u> <u>/t/</u> <u>/o/</u>	TLP	Síl
				<u>6/6</u>	<u>0/2</u>
cinta	<u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/t/</u> /a/	abajo	<u>/a/</u> <u>/b/</u> <u>/a/</u> /j/ /o/	<u>6/10</u>	<u>2/5</u>
Todas Las Partes (TLP):				<u>12</u>	
Partes silábicas (Síl):				<u>2</u>	

14. No segmentation/Whole word. If the student repeats the entire word, no credit is given for any correct parts or any correct syllable parts. For example, if the word is “un,” and the student says “un,” circle the word and give 0 points. Be sure to circle the word to show how the student responded and to avoid awarding points by mistake.

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
un	<i>un</i>	gato	<i>gato</i>
cinta	<i>sinta</i>	abajo	<i>abajo</i>

Cuaderno para los examinadores

un	<u>/u/</u> <u>/n/</u>	gato	<u>/g/</u> <u>/a/</u> <u>/t/</u> <u>/o/</u>	TLP	Síl
				<u>0/6</u>	<u>0/2</u>
cinta	<u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/t/</u> <u>/a/</u>	abajo	<u>/a/</u> <u>/b/</u> <u>/a/</u> <u>/j/</u> <u>/o/</u>	<u>0/10</u>	<u>0/5</u>
Todas Las Partes (TLP):				<u>0</u>	
Partes silábicas (Síl):				<u>0</u>	

15. **Omissions:** The student does not receive credit for sound segments that are not produced. If student provides the initial sound or sounds only, *you must wait 3 seconds* for elaboration otherwise the student does not have an opportunity to show further knowledge of the sounds in words.

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
un	<i>u ... (3 sec.)</i>	gato	<i>g ... a ... (3 sec.)</i>
cinta	<i>si ... ta</i>	abajo	<i>a ... b ... jo</i>

Cuaderno para los examinadores

un	<u>/u/</u> /n/	gato	<u>/g/</u> <u>/a/</u> /t/ /o/	TLP	Síl
				<u>3</u> /6	<u>0</u> /2
cinta	<u>/s/</u> <u>/i/</u> /n/ /t/ <u>/a/</u>	abajo	<u>/a/</u> <u>/b/</u> /a/ <u>/j/</u> /o/	<u>5</u> /10	<u>3</u> /5
Todas Las Partes (TLP):				<u>8</u>	
Partes silábicas (Síl):				<u>3</u>	

16. **Don't know – No sé:** The student does not respond or indicates that they don't know. Do not underline or slash. Wait 3 seconds then score the word as incorrect and say the next word. *You must wait 3 seconds* for elaboration otherwise the student does not have an opportunity to show their knowledge of the sounds in words.

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
un	<i>(3 sec.)</i>	gato	<i>g ... a ... (3 sec.)</i>
cinta	<i>No sé (3 sec.)</i>	abajo	<i>a ... b ... jo</i>

Cuaderno para los examinadores

un	/u/ /n/	gato	<u>/g/</u> <u>/a/</u> /t/ /o/	TLP	Síl
				<u>2</u> /6	<u>0</u> /2
cinta	/s/ /i/ /n/ /t/ /a/	abajo	<u>/a/</u> <u>/b/</u> /a/ <u>/j/</u> /o/	<u>3</u> /10	<u>2</u> /5
Todas Las Partes (TLP):				<u>5</u>	
Partes silábicas (Síl):				<u>2</u>	

17. Sounds out of Order. The student receives credit only for sound parts that are correct and in the correct order. If two sounds are reversed, both are wrong.

For example, if **examiner says** and *student says*

Aquí viene tu primera palabra			
un	<i>n ... u</i>	gato	<i>g ... a ... o ... t</i>
cinta	<i>ta ... sin</i>	abajo	<i>a ... jo ... ba</i>

Cuaderno para los examinadores

			TLP	Síl
un	/a/ /u/	gato	<u>2</u> /6	<u>0</u> /2
cinta	/s/ /i/ /n/ /t/ /a/	abajo	<u>1</u> /10	<u>1</u> /5
Todas Las Partes (TLP):			<u>3</u>	
Partes silábicas (Síl):				<u>1</u>

Pronunciation Guide

Different countries and regions of a country may use different dialects of Spanish. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. Regional dialect and the student’s individual articulation patterns take precedence. See scoring rule 11 for clarification.

Fonema	Ejemplo de fonema	Fonema	Ejemplo de fonema
/a/	hab <u>l</u> ar	/l/	l <u>o</u> ro, hab <u>l</u> a
/e/	g <u>e</u> nte, <u>e</u> llos	/m/	<u>m</u> ano, <u>v</u> amos
/i/	h <u>i</u> jo, <u>i</u> glesia	/n/	<u>n</u> adie, <u>t</u> ren, <u>u</u> na
/o/	<u>o</u> so, <u>r</u> uido	/ñ/	a <u>ñ</u> o, mu <u>ñ</u> eco
/u/	<u>s</u> uyo, <u>u</u> no	/p/	l <u>á</u> piz, <u>p</u> iel
/b/	<u>v</u> ista; <u>c</u> omb <u>i</u> nación	/r/	llamar, <u>c</u> om <u>p</u> ort <u>a</u>
/k/	<u>c</u> on, <u>p</u> ico; <u>p</u> e <u>q</u> ueño	/rr/	<u>c</u> or <u>r</u> o, <u>r</u> atón
/ch/	<u>ch</u> ocolate, <u>l</u> e <u>ch</u> e	/s/	<u>s</u> iete; <u>c</u> enar; <u>z</u> apato,
/d/	<u>d</u> edo, <u>m</u> or <u>a</u> do	/t/	<u>t</u> apa, <u>b</u> ole <u>t</u> o
/f/	<u>f</u> ino, <u>c</u> af <u>e</u>	/ks/	<u>e</u> x <u>tr</u> año, <u>t</u> ax <u>i</u>
/g/	tango, <u>g</u> usta	/y/	amar <u>ill</u> o; <u>y</u> a
/j/	g <u>e</u> nte; <u>j</u> uvenil; Mé <u>x</u> ico		

IDEL Fluidez en la Segmentación de Fonemas Assessment Integrity Checklist

Directions: As the observer, please observe setup and directions, time and score the test with the examiner, check examiner’s accuracy in following procedures, and decide if examiner passes or needs more practice.

Fine	Needs Practice	√ box to indicate Fine or Needs Practice		
<input type="checkbox"/>	<input type="checkbox"/>	<p>1. Performs standardized directions verbatim.</p> <p style="text-align: center;"><i>“Voy a decir una palabra. Después de que la digo quiero que me digas todos los sonidos que tiene la palabra, sonido por sonido. Por ejemplo, si yo digo, “oso”, tú dices /o/ /s/ /o/”. Vamos a probar. Dime los sonidos en la palabra “mesa”.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> RESPUESTA CORRECTA: <i>Muy bien. Los sonidos en la palabra “mesa” son /m/ /e/ /s/ /a/.</i> </td> <td style="width: 50%; padding: 5px;"> RESPUESTA INCORRECTA: <i>Los sonidos en la palabra “mesa” son /m/ /e/ /s/ /a/. Ahora te toca a ti. Dime los sonidos en “mesa”.</i> </td> </tr> </table> <p style="text-align: center;"><i>Bien. Aquí viene tu primera palabra.</i></p>	RESPUESTA CORRECTA: <i>Muy bien. Los sonidos en la palabra “mesa” son /m/ /e/ /s/ /a/.</i>	RESPUESTA INCORRECTA: <i>Los sonidos en la palabra “mesa” son /m/ /e/ /s/ /a/. Ahora te toca a ti. Dime los sonidos en “mesa”.</i>
RESPUESTA CORRECTA: <i>Muy bien. Los sonidos en la palabra “mesa” son /m/ /e/ /s/ /a/.</i>	RESPUESTA INCORRECTA: <i>Los sonidos en la palabra “mesa” son /m/ /e/ /s/ /a/. Ahora te toca a ti. Dime los sonidos en “mesa”.</i>			
<input type="checkbox"/>	<input type="checkbox"/>	2. Responds to correct and incorrect responses appropriately.		
<input type="checkbox"/>	<input type="checkbox"/>	3. Holds clipboard and stopwatch so child cannot see what (s)he records.		
<input type="checkbox"/>	<input type="checkbox"/>	4. Presents the first word then starts stopwatch.		
<input type="checkbox"/>	<input type="checkbox"/>	5. Reads words from left to right.		
<input type="checkbox"/>	<input type="checkbox"/>	6. Waits 3 seconds for child to produce sound segments. After 3 seconds, presents next word.		
<input type="checkbox"/>	<input type="checkbox"/>	7. Underlines correct segments and slashes incorrect segments according to scoring rules.		
<input type="checkbox"/>	<input type="checkbox"/>	8. Presents next word promptly and clearly immediately after student response.		
<input type="checkbox"/>	<input type="checkbox"/>	9. Follows discontinue rule: If child does not produce any correct segments in the first five words, stops and records score of 0.		
<input type="checkbox"/>	<input type="checkbox"/>	10. Stops at the end of 1 minute and puts a bracket (]) at the 1-minute mark.		
<input type="checkbox"/>	<input type="checkbox"/>	11. Records the total number of correctly produced sound segments (TLP) in 1 minute.		
<input type="checkbox"/>	<input type="checkbox"/>	12. Records the total number of correctly produced syllables (Sí) in 1 minute.		
<input type="checkbox"/>	<input type="checkbox"/>	13. Shadow score with the examiner. Is he/she within 2 points on the TLP and Sí scores?		

Fluidez en las Palabras sin Sentido¹
Indicadores Dinámicos del Éxito en la Lectura 7a Ed.
Directions for Administration and Scoring

Target Age Range

Fluidez en las Palabras sin Sentido											
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Kindergarten			Primer grado			Segundo grado			Tercer grado		

Fluidez en las Palabras sin Sentido (FPS) is intended for most children from mid to end of kindergarten through the beginning of second grade. It may also be appropriate for monitoring the progress of older children with low skills in letter-sound correspondence.

Description

IDEL-Fluidez en las Palabras sin Sentido (FPS) is a standardized, individually-administered test of the alphabetic principle – including letter-sound correspondence and of the ability to blend letters into words (Kaminski & Good, 1996). The student is presented an 8.5” x 11” sheet of paper with randomly ordered CV and CVCV nonsense words (e.g., ro, lali, sepi) and asked to produce verbally either the individual letter sound of each letter or read the whole nonsense word. For example, if the stimulus word is “sepi” the student could say /s/ /e/ /p/ /i/ or say the word /sepi/ to obtain a total of four letter-sounds correct. The student is allowed 1 minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, students receive a higher score if they are phonologically recoding the word and receive a lower score if they are providing letter sounds in isolation. The FPS measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress. The three-week, alternate-form reliability for FPS in the middle of first grade is .76 (Baker, Good, Peyton, & Watson, in preparation). The concurrent criterion-validity of IDEL FPS with the Woodcock-Muñoz Pruebas de Aprovechamiento subtest of Análisis de Palabras is .72 at the end of first grade (Watson, 2004). The benchmark goal for Fluidez en las Palabras sin Sentido is 90 correct letter sounds per minute with at least 30 words correctly recoded as whole words by the end of first grade.

Materials: Practice items, student copy of probe, examiner copy of probe, clipboard, stopwatch, colored scoring pen.

Directions for Administration:

1. Place the practice items in front of the student.
2. Place the examiner probe on clipboard and position so that the student cannot see what you record.

¹In University of Oregon, *Indicadores dinámicos del éxito en la lectura* (7a ed.). Eugene, OR: University of Oregon. Acceso: <http://dibels.uoregon.edu/>

3. Say these specific directions to the student:

Mira esta palabra (señale la primera palabra en la copia del alumno). ***No es una palabra verdadera. Es una palabra sin sentido. Observa cómo leo la palabra: /m/ /o/ /s/ /i/ “mosi”*** (señale cada letra, después pase el dedo rápidamente debajo de toda la palabra) ***Puedo decir los sonidos de las letras. /m/ /o/ /s/ /i/*** (señale cada letra), ***o puedo leer la palabra completa “mosi”*** (pase el dedo rápidamente debajo de toda la palabra).

Ahora te toca a ti leer una palabra sin sentido. Lee la palabra lo mejor que puedas (señale la palabra “lu”). ***Asegúrate de decir todos los sonidos que sepas.***

<p>RESPUESTA CORRECTA: Si el alumno responde “lu” o con todos los sonidos, usted dice:</p>	<p>RESPUESTA INCORRECTA: Si el alumno no responde dentro de <u>3 segundos</u> o responde incorrectamente, usted dice:</p>
<p><i>Muy bien. Los sonidos son /l/ /u/ o “lu”.</i></p>	<p><i>Observa, los sonidos son /l/ /u/</i> (señale cada letra) <i>o “lu”</i> (mueva su dedo rápidamente debajo de toda la palabra). <i>Inténtalo otra vez. Lee esta palabra lo mejor que puedas</i> (señale la palabra “lu”).</p>

4. Place the student copy of the probe in front of the child and say:

Aquí hay más palabras sin sentido (señale la copia no numerada del alumno). ***Comienza aquí*** (señale la primera palabra) ***y continúa a través de la página*** (demuéstrelo con el dedo). ***Cuando yo diga ‘empieza’, lee las palabras lo mejor que puedas. Toca cada letra y dime el sonido de la letra o lee toda la palabra. Pon el dedo en la primera palabra. ¿Estás listo/a? Empieza.***

5. Start your stopwatch.
6. Follow along on the examiner copy of the probe and underline each letter sound the student provides correctly, either in isolation or read as a whole word. Put a slash (/) over each letter sound read incorrectly.
7. At the end of **1 minute**, place a bracket (]) after the last letter sound provided by the student and say, ***“Para.”***
8. Add the *total number of letter sounds* produced correctly. Record the total number of letter sounds produced correctly on the bottom of the scoring sheet in the blank labeled “Total de sonidos de letras correctos (TSL).”
9. Add the *number of words* completely and correctly recoded. Record the number of words correctly recoded on the bottom of the scoring sheet in the blank labeled “Número de palabras correctas y completas leídas (NPC).”
10. These directions can be shortened by beginning with Number 4 for repeated measurement when the student clearly understands the directions and procedure.

Directions for Scoring:

1. Discontinue rule. If the student does not get any sounds correct in the first five words, discontinue the task and record a score of 0.
2. Correct letter sounds. Underline the individual letters for letter sounds produced correctly in isolation and score 1 point for each letter sound produced correctly. For example, if the stimulus word is “zeco” and the student says /z/ /e/ /c/ /o/, the individual letters would be underlined, with a score of 4 on “Total de sonidos de letras correctos (TSL).”

For example, if **examiner says** and *student says*

Empieza				
z ... e ... c ... o	c ... a	l ... e ... n ... i	j ... e ... p ... e	l ... i

Cuaderno para los examinadores

<u>z</u> <u>e</u> <u>c</u> <u>o</u>	<u>c</u> <u>a</u>	<u>l</u> <u>e</u> <u>n</u> <u>i</u>	<u>j</u> <u>e</u> <u>p</u> <u>e</u>	<u>l</u> <u>i</u>	16 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					<u>16</u>
Número de palabras correctas y completas leídas (NPC):					<u>0</u>

3. Correct words. The alphabetic principle has two key parts—individual letter-sound correspondence, or segmenting, and blending letter sounds into words, or phonological recoding. When scoring an IDEL-FPS probe, it is important to capture both the correct sounds a student produces (Total de sonidos de letras correctos—TSL), as well as the number of words read as whole words, or words recoded (Número de Palabras Correctas y Completas leídas—NPC). Use a single underline under multiple letters for correct letter sounds blended together and give credit for each letter sound correspondence produced correctly. For example, if the stimulus word is “zeco” and the student says /zeco/, one underline would be used with a score of 4 on “Total de sonidos de letras correctos (TSL)” and 1 on “Número de palabras correctas y completas leídas (NPC).”

For example, if **examiner says** and *student says*

Empieza				
zeco	ca	leni	jepe	li

Cuaderno para los examinadores

<u>z e c o</u>	<u>c a</u>	<u>l e n i</u>	<u>j e p e</u>	<u>l i</u>	16 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					<u>16</u>
Número de palabras correctas y completas leídas (NPC):					<u>5</u>

4. Partially correct words. If a word is partially correct, underline the corresponding letters for letter sounds produced correctly. Put a slash (/) through the letter if the corresponding letter sound is incorrect. For example, if the word is “ca” and the student says /co/ (incorrect vowel sound, /o/ for /a/), the letter “c” would be underlined, and the letter “a” would be slashed with a score of 1 on “Total de sonidos de letras correctos” (TSL).

For example, if **examiner says** and *student says*

Empieza					
z ... e ... c ... o	co	len ... i	j ... e ... p ... e	li	

Cuaderno para los examinadores

<u>z</u> <u>e</u> <u>c</u> o	<u>c</u> /	<u>l</u> <u>e</u> <u>n</u> /	<u>j</u> <u>e</u> <u>p</u> <u>e</u>	<u>l</u> <u>i</u>	14 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					<u>14</u>
Número de palabras correctas y completas leídas (NPC):					<u>1</u>

5. Repeated sounds. Letter sounds given twice while sounding out the word are given credit only once. For example, if stimulus word is “zeco” and the student says, /z/ /e/ /eco/, the letter “e” and the letters “eco” are underlined. The student receives only 1 point for the letter sound “e” even though the correct sound was provided twice (a total of 4 TSL for the entire word). Note each word that is correctly recoded is also counted for “Número de palabras correctas y completas leídas (NPC).”

Cuaderno para los examinadores

Empieza					
z ... e ... eco	n ... u ... nu	l ... len ... i	j ... e ... ep ... e	li	

Cuaderno para los examinadores

<u>z</u> <u>e</u> <u>c</u> o	<u>n</u> <u>u</u>	<u>l</u> <u>e</u> <u>n</u> <u>i</u>	<u>j</u> <u>e</u> <u>p</u> <u>e</u>	<u>l</u> <u>i</u>	16 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					<u>16</u>
Número de palabras correctas y completas leídas (NPC):					<u>2</u>

6. 3 second rule – sound by sound. If the student is providing individual letter sounds and hesitates for 3 seconds on a letter sound, score the letter sound incorrect, provide the correct letter sound, point to the next letter, and say “*¿Qué sonido?*” This prompt may be repeated. For example, if stimulus word is “zeco” and the student says, /z/ (3 seconds), prompt by saying, “/e/ (point to c) *¿Qué sonido?*”

For example, if **examiner says** and *student says*

Empieza					
z ... (3 sec) e	¿Qué sonido? (point to c)				c ... o
c ... a		l ... e ... n ... i			
j ... (3 sec) e	¿Qué sonido? (point to p)				p ... e l ... i

Cuaderno para los examinadores

z / <u>c</u> <u>o</u>	<u>c</u> <u>a</u>	<u>l</u> <u>e</u> <u>n</u> <u>i</u>	j / <u>p</u> <u>e</u>	<u>l</u> <u>i</u>	14 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					14
Número de palabras correctas y completas leídas (NPC):					0

7. 3 second rule – word by word. If the student is reading words and hesitates for 3 seconds on a word, score the word incorrect, provide the correct word, point to the next word, and say “*¿Qué palabra?*” This prompt can be repeated. For example, if stimulus words are “zeco ca leni jepe li” and the student says, “zeco” “ca” (3 seconds), prompt by saying, “**leni** (point to jepe) *¿Qué palabra?*”

For example, if **examiner says** and *student says*

Empieza					
zeco		ca			
(3 sec) leni	¿Qué palabra? (point to jepe)				jepe li

Cuaderno para los examinadores

<u>z</u> <u>e</u> <u>c</u> <u>o</u>	<u>c</u> <u>a</u>	l <u>e</u> <u>n</u> <u>i</u>	<u>j</u> <u>e</u> <u>p</u> <u>e</u>	<u>l</u> <u>i</u>	12 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					12
Número de palabras correctas y completas leídas (NPC):					4

8. Sound order – sound by sound. Letter sounds produced in isolation but out of order are scored as correct. For example, if stimulus word is “zeco” and the student points to and says, /z/ /c/ /e/ /o/, all letters would be underlined, with a score of 4. The purpose of this rule is to give students credit as they are beginning to learn individual letter sound correspondences.

For example, if **examiner says** and *student says*

Empieza					
z ... c ... e ... o (points correctly)	a ... c (points correctly)				
n ... l ... e ... i (points correctly)	p ... e ... j ... e (points correctly)				
i ... l (points correctly)					

Cuaderno para los examinadores

<u>z</u> <u>e</u> <u>c</u> <u>o</u>	<u>c</u> <u>a</u>	<u>l</u> <u>e</u> <u>n</u> <u>i</u>	<u>j</u> <u>e</u> <u>p</u> <u>e</u>	<u>l</u> <u>i</u>	16 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					16
Número de palabras correctas y completas leídas (NPC):					0

9. Sound order – word by word. Blended letter sounds must be correct and in the correct place (beginning, middle, end) to receive credit for “Total de sonidos de letras correctos” (TSL). For example, if stimulus word is “jepe” and the student says, /peje/, only the “e” would be correct and in the correct place, for a score of 2 on TSL. Note that no credit is awarded for “Número de palabras correctas y completas leídas (NPC),” see Rule 3 for Correct Words.

For example, if **examiner says** and *student says*

Empieza					
zeco	ac	leni	peje	li	

Cuaderno para los examinadores

<u>z</u> <u>e</u> <u>c</u> <u>o</u>	c a	<u>l</u> <u>e</u> <u>n</u> <u>i</u>	j <u>e</u> p <u>e</u>	<u>l</u> <u>i</u>	12 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					12
Número de palabras correctas y completas leídas (NPC):					3

10. Insertions. Insertions are not scored as incorrect. For example, if the stimulus word is “jepe” and the student says /jepre/, the letters “j,” “e,” “p,” and “e” would be underlined and full credit would be given for “Total de sonidos de letras correctos” (TSL) with no penalty for the insertion of /r/. If the student frequently inserts sounds, make a note of the pattern at the bottom of the page. Note that no credit is awarded for “Número de palabras correctas y completas leídas (NPC),” see Rule 3 for Correct Words.

For example, if **examiner says** and *student says*

Empieza				
<i>zecmo</i>	<i>ca</i>	<i>leni</i>	<i>jepe</i>	<i>li</i>

Cuaderno para los examinadores

<u>z</u> <u>e</u> <u>c</u> <u>o</u>	<u>c</u> <u>a</u>	<u>l</u> <u>e</u> <u>n</u> <u>i</u>	<u>j</u> <u>e</u> <u>p</u> <u>e</u>	<u>l</u> <u>i</u>	16 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					<u>16</u>
Número de palabras correctas y completas leídas (NPC):					<u>0</u>

11. Dialect and articulation. 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 students’ responses and any prior knowledge of their speech patterns. For example, a student may regularly substitute /th/ for /s/. If the stimulus word is “zeco” and the student says /theco/, the letter “z” would be underlined and credit for a correct-letter sound correspondence would be given. Note that credit is also awarded for “Número de palabras correctas y completas leídas (NPC),” see Rule 3 for Correct Words.

For example, if **examiner says** and *student says*

Empieza				
<i>theco</i>	<i>ca</i>	<i>leni</i>	<i>jepe</i>	<i>li</i>

Cuaderno para los examinadores

<u>z</u> <u>e</u> <u>c</u> <u>o</u>	<u>c</u> <u>a</u>	<u>l</u> <u>e</u> <u>n</u> <u>i</u>	<u>j</u> <u>e</u> <u>p</u> <u>e</u>	<u>l</u> <u>i</u>	16 /16
c o m u	j u c o	d o j a	f o d i	s o t u	___/20
Total de sonidos de letras correctos (TSL):					<u>16</u>
Número de palabras correctas y completas leídas (NPC):					<u>5</u>

12. Self correct. If a student makes an error and corrects him/herself within 3 seconds, write “AC” above the letter sound or word and count it as correct.
13. Skips row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Pronunciation Guide

Different countries and regions of a country may use different dialects of Spanish. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. Regional dialect and the student's individual articulation patterns take precedence. See scoring rule 11 for clarification.

Fonema	Ejemplo de fonema	Fonema	Ejemplo de fonema
/a/	hab <u>l</u> ar	/l/	l <u>o</u> ro, hab <u>l</u> a
/e/	g <u>e</u> n <u>t</u> e, e <u>l</u> los	/m/	m <u>a</u> no, v <u>a</u> mos
/i/	h <u>i</u> jo, i <u>g</u> les <u>i</u> a	/n/	n <u>a</u> die, tren <u>n</u> , un <u>a</u>
/o/	o <u>s</u> o, ru <u>i</u> do	/ñ/	a <u>ñ</u> o, mu <u>ñ</u> eco
/u/	s <u>u</u> yo, un <u>o</u>	/p/	l <u>á</u> piz, pi <u>l</u>
/b/	v <u>i</u> sta; comb <u>i</u> nación	/r/	llam <u>a</u> r, comport <u>a</u>
/k/	co <u>n</u> , pi <u>c</u> o; pe <u>q</u> ue <u>ñ</u> o	/rr/	cor <u>rr</u> o, rat <u>o</u> n
/ch/	ch <u>o</u> colate, le <u>ch</u> e	/s/	s <u>i</u> ete; cen <u>a</u> r; zap <u>a</u> to,
/d/	de <u>d</u> o, mor <u>a</u> do	/t/	t <u>a</u> pa, bo <u>t</u> e <u>t</u> o
/f/	f <u>i</u> no, caf <u>e</u>	/ks/	ex <u>t</u> ra <u>ñ</u> o, tax <u>i</u>
/g/	tango, g <u>u</u> sta	/y/	amari <u>l</u> lo; ya
/j/	g <u>e</u> n <u>t</u> e; ju <u>v</u> enil; Mé <u>x</u> ico		

IDEL Fluidez en las Palabras sin Sentido Assessment Integrity Checklist

Directions: As the observer, please observe setup and directions, time and score the test with the examiner, check examiner’s accuracy in following procedures, and decide if examiner passes or needs more practice.

Fine	Needs Practice	√ box to indicate Fine or Needs Practice				
<input type="checkbox"/>	<input type="checkbox"/>	<p>1. Performs standardized directions verbatim.</p> <p><i>Mira esta palabra</i> (señale la primera palabra en la copia del alumno). <i>No es una palabra verdadera. Es una palabra sin sentido. Observa cómo leo la palabra: /m/ /o/ /s/ /i/ “mosi”</i> (señale cada letra, después pase el dedo rápidamente debajo de toda la palabra) <i>Puedo decir los sonidos de las letras, /m/ /o/ /s/ /i/</i> (señale cada letra), <i>o puedo leer la palabra completa “mosi”</i> (pase el dedo rápidamente debajo de toda la palabra).</p> <p><i>Ahora te toca a ti leer una palabra sin sentido. Lee la palabra lo mejor que puedas</i> (señale la palabra “lu”). <i>Asegúrate de decir todos los sonidos que sepas.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">RESPUESTA CORRECTA:</th> <th style="width: 50%;">RESPUESTA INCORRECTA:</th> </tr> </thead> <tbody> <tr> <td><i>TMuy bien. Los sonidos son /l/ /u/ o “lu”</i></td> <td>Observa, los sonidos son /l/ /u/ (señale cada letra) o “lu” (mueva su dedo rápidamente debajo de toda la palabra). Inténtalo otra vez. Lee esta palabra lo mejor que puedas (señale la palabra “lu”).</td> </tr> </tbody> </table> <p><i>Aquí hay más palabras sin sentido</i> (señale la copia no numerada del alumno). <i>Comienza aquí</i> (señale la primera palabra) <i>y continúa a través de la página</i> (demuéstrelo con el dedo). <i>Cuando yo diga ‘empieza’, lee las palabras lo mejor que puedas. Toca cada letra y dime el sonido de la letra o lee toda la palabra. Pon el dedo en la primera palabra. ¿Estás listo/a? Empieza.</i></p>	RESPUESTA CORRECTA:	RESPUESTA INCORRECTA:	<i>TMuy bien. Los sonidos son /l/ /u/ o “lu”</i>	Observa, los sonidos son /l/ /u/ (señale cada letra) o “lu” (mueva su dedo rápidamente debajo de toda la palabra). Inténtalo otra vez. Lee esta palabra lo mejor que puedas (señale la palabra “lu”).
RESPUESTA CORRECTA:	RESPUESTA INCORRECTA:					
<i>TMuy bien. Los sonidos son /l/ /u/ o “lu”</i>	Observa, los sonidos son /l/ /u/ (señale cada letra) o “lu” (mueva su dedo rápidamente debajo de toda la palabra). Inténtalo otra vez. Lee esta palabra lo mejor que puedas (señale la palabra “lu”).					
<input type="checkbox"/>	<input type="checkbox"/>	2. Responds to correct and incorrect responses appropriately.				
<input type="checkbox"/>	<input type="checkbox"/>	3. Holds clipboard and stopwatch so child cannot see what (s)he records.				
<input type="checkbox"/>	<input type="checkbox"/>	4. Starts stopwatch after saying begin.				
<input type="checkbox"/>	<input type="checkbox"/>	5. Waits 3 seconds for child to produce letter-sound or word. After 3 seconds, tells correct sound or word and asks child to try the next sound or word. If child does not respond, asks child to move on to the next sound or word.				
<input type="checkbox"/>	<input type="checkbox"/>	6. Underlines letter sounds produced correctly alone or in context, and slashes incorrect letter sounds.				
<input type="checkbox"/>	<input type="checkbox"/>	7. Follows discontinue rule if child does not get any correct letter sounds in first five words.				
<input type="checkbox"/>	<input type="checkbox"/>	8. At the end of 1 minute, places a bracket (e.g.,) after the last letter sound provided and says “Para.”				
<input type="checkbox"/>	<input type="checkbox"/>	9. Records the total number of correctly produced letter sounds (TSL) in one minute.				
<input type="checkbox"/>	<input type="checkbox"/>	10. Records the total number of words completely and correctly recoded (NPC) in one minute.				
<input type="checkbox"/>	<input type="checkbox"/>	11. Shadow score with the examiner. Is he/she within 2 points on the TSL and NPC scores?				

Fluidez en la Lectura Oral¹
Indicadores Dinámicos del Éxito en la Lectura 7a Ed.
Directions for Administration and Scoring

Target Age Range

Fluidez en la Lectura Oral											
Fluidez en el Relato Oral											
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Kindergarten			Primer grado			Segundo grado			Tercer grado		

Fluidez en la Lectura Oral (FLO) is intended for most children from mid first grade through third grade. The benchmark goals are 40 in spring of first grade, 65 in spring of second grade, and 85 in the spring of third grade. Students may need intensive instructional support if they score below 25 in spring of first grade, below 50 in spring of second grade, and below 65 in spring of third grade.

Description

IDEL-Fluidez en la Lectura Oral (FLO) is a standardized, individually administered test of accuracy and fluency with connected text. The FLO passages and procedures follow the program of research and development of Curriculum-Based Measurement of reading by Stan Deno and colleagues at the University of Minnesota and using the procedures described in Shinn (1989). Currently, the research on the role of fluency and accuracy on reading comprehension in Spanish is scarce (De la Colina, Hasbrouck, Parker & Lara-Alecio, 2001; Abadzi, Crouch, Echegaray, Pasco, et al, 2005). However because Spanish, like English, is an alphabetic language, we believe that oral reading fluency is an important skill to acquire.

FLO is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for the goal level of reading for each grade level. Student performance is measured by having students read a passage aloud for one 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. The number of correct words per minute from the passage is the oral reading fluency rate.

In English, a series of studies have confirmed the technical adequacy of CBM Reading procedures in general. Test-retest reliabilities for elementary students ranged from .92 to .97; alternate-form reliability of different reading passages drawn from the same level ranged from .89 to .94 (Tindal, Marston, & Deno, 1983). Criterion-related validity studied in eight separate studies in the 1980s reported coefficients ranging from .52 - .91 (Good & Jefferson, 1998). In Spanish, three week alternate-form reliability of passages in the middle of first, second, and third grade range from .87-.94 (Baker, Good, Peyton, & Watson, in preparation.) Criterion-related validity of FLO with the Woodcock-Muñoz Bateria-R Combined Scores of Amplia Lectura is .79 (Watson, 2004). The criterion-related validity of FLO with the Aprenda 3 Prueba de Logros is .64 at the end of second grade (Baker, 2007).

¹In University of Oregon, *Indicadores dinámicos del éxito en la lectura (7a ed.)*. Eugene, OR: University of Oregon.

Acceso: <http://dibels.uoregon.edu/>

IDEL-Fluidez en el Relato Oral (FRO) is intended to provide a comprehension check for the FLO assessment. In general, oral reading fluency provides one of the best measures of reading competence, including comprehension, for children in first through third grades. The purpose of the FRO measure is to (a) prevent inadvertently learning or practicing a misrule, (b) identify children whose comprehension is not consistent with their fluency, (c) provide an explicit linkage to the core components in the NRP report, and (d) increase the face validity of FLO.

(1) The misrule that we want to prevent is that speed-reading without attending to meaning is either desirable or the intent of the oral reading fluency measure. With a prompted retell, children will be less likely to conclude that reading as fast as they can is the desired behavior, and teachers will be less likely to imply that simply reading fast is desired.

(2) Teachers frequently are concerned about children who read fluently and do not comprehend. This pattern is infrequent – but may apply to some children. FRO may identify those children without increasing unduly the amount of time spent in assessment.

(3) FRO is included to provide a brief measure that corresponds directly to the comprehension core component. The current oral reading fluency measure corresponds about as well as anything to reading comprehension.

(4) A primary concern teachers have about oral reading fluency is the face validity of the measure. Incorporation of an explicit comprehension check may help teachers feel increasingly comfortable with oral reading fluency.

Guidelines for Interpreting Fluidez en el Relato Oral. Preliminary evidence, in English, indicates that the FRO measure correlates with measures of oral reading fluency about .59. It appears children's retell scores may be typically about 50% of their oral reading fluency score, and that it is unusual for children reading more than 40 words per minute to have a retell score 25% or less than their oral reading fluency score. So, a rough rule of thumb may be that, for children whose retell is about 50% of their oral reading fluency score, their oral reading fluency score provides a good overall indication of their reading proficiency, including comprehension. But, for children who are reading over 40 words per minute and whose retell score is 25% or less of their oral reading fluency, their oral reading fluency score alone may not be providing a good indication of their overall reading proficiency. For example, a child reading 60 words correct in one minute would be expected to use about 30 words in their retell of the passage. If their retell is about 30, then their oral reading fluency of 60 is providing a good indication of their reading skills. If their retell is 15 or less, then there may be a comprehension concern that is not represented by their fluency.

In Spanish, more research needs to be conducted to establish the reliability and validity of the measure. FRO can be used, however, to assess students' ability to retell the passage they just read. The qualitative scoring of FRO provides additional information to teachers about the quality of the student's retell (see below). The "Idea principal" is defined as the main idea of the section the student read aloud. For example, if the student read only the first paragraph of a passage in one minute, then consider the main idea of the first paragraph to score the quality of the retell.

9. Start your stopwatch after you say “empieza.”
10. Count the number of words the child produces in his or her retell by moving your pen through the numbers as the student is responding. Try to record accurately the number of words in the student’s response. Put a circle around the total number of words in the student’s response.

For example:

Pasaje	examiner says and <i>student says</i>
Por la mañana, cuando todavía está oscuro, todos nos despertamos. Primero se despiertan mi abuelita y mi papá. Su radio empieza a tocar música...	Empieza <i>Por la mañana, mi abuelita y mi papá se despiertan</i> (3 sec) Trata de decirme todo lo que puedas (5 sec) Para

Cuaderno para los examinadores

Relato Oral: 4	Idea principal + 4 detalles	
3	Idea principal + 2 detalles	
2	3 a 4 detalles sin la idea principal	
1	1 a 2 detalles sin la idea principal	
		30
		60
		90
		120
Fluidez en el Relato Oral: <u>10</u>		

11. The first time the student does not say anything for 3 seconds, say “**Trata de contarme todo lo que puedas.**” This prompt can be used only once.
12. After the first prompt, if the student does not say anything or gets off track for 5 seconds, circle the total number of words in the student’s retell and say, “**Para.**”
13. At the end of 1 minute, circle the total number of words in the student’s retell and say, “**Para.**”

Directions for Scoring – Part 1: Fluidez en la Lectura Oral:

1. Score reading passages immediately after administration.
2. Discontinue Rule. If the student does not read any words correctly in the first row of the first passage, discontinue the task and record a score of 0 on the front cover.
3. Record the total number of words read correctly on the bottom of the scoring sheet for each passage.
4. If the student reads fewer than 10 words correct on the first passage, record their score on the front cover and do not administer passages 2 and 3.

5. If the student reads 3 passages, record his/her median score on the front cover. For example, if the student gets scores of 27, 36, and 25, record a score of 27 on the front cover.
6. Hesitate or struggle with words. If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word.

For example:

Pasaje	examiner says and student says
Mi papá asiste a la escuela al igual que mi hermana y yo. Todas las mañanas andamos juntos a la parada del autobús.	Empieza <i>Mi papá asiste a la ... (3 sec) escuela al igual que mi hermana y yo.</i> <i>Todas las... (3 sec) mañanas mañanas andamos juntos a la parada del autobús.</i> Para

Cuaderno para los examinadores

Mi papá asiste a la escuela al igual que mi hermana y yo.	13
Todas las mañanas andamos juntos a la parada del autobús.]	23
Todas Las Palabras: <u>23</u>	
Errores: <u>2</u>	
Correctas: <u>21</u>	

7. Numerals. Numerals must be read correctly in the context of the sentence.

For example:

Pasaje	examiner says and student says
En México el Día de las Madres se celebra el 10 de mayo. Como mi madre no trabaja ese día, siempre visitamos a mi abuela.	Empieza <i>En México el Día de las Madres se celebra el uno cero de mayo. Como mi madre no trabaja ese día...</i> Para

Cuaderno para los examinadores

En México el Día de las Madres se celebra el 10 de mayo.	13
Como mi madre no trabaja ese día, siempre visitamos a mi abuela.	24
	25
Todas Las Palabras: <u>20</u>	
Errores: <u>1</u>	
Correctas: <u>19</u>	

8. Mispronounced words. A word is scored as correct if it is pronounced correctly in the context of the sentence. If the word is mispronounced in the context, it is scored as an error.

For example:

Pasaje	examiner says and student says
Mi papá asiste a la escuela al igual que mi hermana y yo. Todas las mañanas andamos juntos a la parada del autobús.	Empieza <i>Mi papá asiste a la escuela al igual que mi hermana (i.e. with /h/ sound as in English) y yo. Todas las mananas andamos juntos a la parada del autobús.</i> Para

Cuaderno para los examinadores

Mi papá asiste a la escuela al igual que mi hermana y yo.	13
Todas las mañanas andamos juntos a la parada del autobús.	23
Todas Las Palabras: <u>23</u>	
Errores: <u>2</u>	
Correctas: <u>21</u>	

9. Self Corrections. A word is scored as correct if it is initially mispronounced but the student self corrects within 3 seconds. Mark “AC” above the word and score as correct.

For example:

Pasaje	examiner says and <i>student says</i>
Mi papá asiste a la escuela al igual que mi hermana y yo. Todas las mañanas andamos juntos a la parada del autobús.	Empieza <i>Mi papá asistó ... asiste a la escuela al igual que mi hermana y yo. Todas las mañanas andamos juntas ... juntos a la parada del autobús.</i> Para

Cuaderno para los examinadores

Mi papá ^{ac} asiste a la escuela al igual que mi hermana y yo.	13
Todas las mañanas andamos ^{ac} juntos a la parada del autobús.]	23
Todas Las Palabras: <u> 23 </u>	
Errores: <u> 0 </u>	
Correctas: <u> 23 </u>	

10. Repeated Words. Words that are repeated are not scored as incorrect and are ignored in scoring.

For example:

Pasaje	examiner says and <i>student says</i>
Mi papá asiste a la escuela al igual que mi hermana y yo. Todas las mañanas andamos juntos a la parada del autobús.	Empieza <i>Mi papá asiste ... asiste a la escuela al igual que mi hermana y yo. Todas las mañanas andamos juntos a la parada ... la parada del autobús.</i> Para

Cuaderno para los examinadores

Mi papá asiste a la escuela al igual que mi hermana y yo.	13
Todas las mañanas andamos juntos a la parada del autobús.]	23
Todas Las Palabras: <u> 23 </u>	
Errores: <u> 0 </u>	
Correctas: <u> 23 </u>	

11. 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 /l/ for /r/, and reads “ir” as “il,” he or she should be given credit for a correct word. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

For example:

Pasaje	examiner says and student says
Mi papá asiste a la escuela al igual que mi hermana y yo. Todas las mañanas andamos juntos a la parada del autobús.	Empieza <i>Mi papá asiste a la escuela al igual que mi helmana y yo. Todas las mañanas andamos juntos a la palada del autobús.</i> Para

Cuaderno para los examinadores

Mi papá asiste a la escuela al igual que mi hermana y yo.	13
Todas las mañanas andamos juntos a la parada del autobús.]	23
Todas Las Palabras: <u> 23 </u>	
Errores: <u> 0 </u>	
Correctas: <u> 23 </u>	

12. Inserted words. Inserted words are ignored and not counted as errors. The student also does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

For example:

Pasaje	examiner says and student says
Me encanta ir a la playa. Pienso que es divertido correr en la arena. A veces, cuando la arena está mojada, corro rápido.	Empieza <i>Me encanta mucho ir a la playa. Pienso que es divertido correr en la arena. A veces, cuando la arena está mojada, corro muy rápido.</i> Para

Cuaderno para los examinadores

Me encanta ir a la playa. Pienso que es divertido correr en la	13
arena. A veces, cuando la arena está mojada, corro rápido.]	23
Todas Las Palabras: <u> 23 </u>	
Errores: <u> 0 </u>	
Correctas: <u> 23 </u>	

13. Omitted words. Omitted words are scored as incorrect.

For example:

Pasaje	examiner says and student says
Me encanta ir a la playa. Pienso que es divertido correr en la arena. A veces, cuando la arena está mojada, corro rápido.	Empieza <i>Me encanta la playa. Pienso que es divertido en la arena. A veces, cuando la arena está mojada, corro rápido.</i> Para

Cuaderno para los examinadores

Me encanta ir a la playa. Pienso que es divertido correr en la arena. A veces, cuando la arena está mojada, corro rápido.]	13
	23
Todas Las Palabras: <u>23</u>	
Errores: <u>3</u>	
Correctas: <u>20</u>	

14. Word order. All words that are read correctly but in the wrong order are scored as incorrect.

For example:

Pasaje	examiner says and student says
Me encanta ir a la playa. Pienso que es divertido correr en la arena. A veces, cuando la arena está mojada, corro rápido.	Empieza <i>Me ir encanta a la playa. Pienso que es correr divertido en la arena. A veces, cuando la arena está mojada, corro rápido.</i> Para

Cuaderno para los examinadores

Me encanta ir a la playa. Pienso que es divertido correr en la arena. A veces, cuando la arena está mojada, corro rápido.]	13
	23
Todas Las Palabras: <u>23</u>	
Errores: <u>4</u>	
Correctas: <u>19</u>	

15. Abbreviations. Abbreviations should be read in the way you would normally pronounce the abbreviation in conversation. For example, TV could be read as “tele” but Ud. should be read as “usted.”

For example:

Pasaje	examiner says and student says
Me gusta ver la TV en las tardes con mis amigos. Los sábados siempre vemos un partido de fútbol.	Empieza <i>Me gusta ver la tele en las tardes con mis amigos. Los sábados siempre vemos un partido de fútbol.</i> Para

Cuaderno para los examinadores

Me gusta ver la TV en las tardes con mis amigos. Los	12
sábados siempre vemos un partido de fútbol.]	19
Todas Las Palabras: <u>19</u>	
Errores: <u>0</u>	
Correctas: <u>19</u>	

Directions for Scoring – Part 2: Fluidez en el Relato Oral:

1. Score retell while the child is responding. Circle total number of words immediately after examiner says, “Para.”
2. Number of retell words. Count the number of words the child retells that illustrates their understanding of the passage.
3. Qualitative summary of performance. Circle the number that best describes the child’s retelling of the passage. For example, if the child’s retell includes the main idea of the passage, along with at least four additional details, circle a score of 4. If the child’s retell did not include the main idea and had 2 details or fewer, circle a score of 1.

4. Exclamations are not counted. Only actual words are counted. If the child inserts mazes or other sounds, inserted sounds are not counted.

For example:

Pasaje	examiner says and student says
Por la mañana, cuando todavía está oscuro, todos nos despertamos. Primero se despiertan mi abuelita y mi papá. Su radio empieza a tocar música	Empieza <i>Mi abuelita y mi papá, ahhhh, se despiertan ahhh, cuando todavía ahhhh, está oscuro, ahhh</i> (3 sec) Trata de decirme todo lo que puedas (5 sec) Para

Cuaderno para los examinadores

Relato Oral: 4 Idea principal + 4 detalles
 ③ Idea principal + 2 detalles
 2 3 a 4 detalles sin la idea principal
 1 1 a 2 detalles sin la idea principal

Fluidez en el Relato Oral: 11

5. Songs or recitations are not included. If the child recites the ABC's or tells a song or poem, even if relevant to the retell, the recitation, song, or poem is not counted.

For example:

Pasaje	examiner says and student says
En la escuela, a la hora del recreo, nos sentamos a leer en la biblioteca. Después de clase, me quedo en la casa para jugar. Ya no quiero jugar adentro.	Empieza <i>Van a leer en la biblioteca. En la biblioteca hay un libro con letras: A, B, C, D, E, F,...</i> (3 sec) Trata de decirme todo lo que puedas (5 sec) Para

Cuaderno para los examinadores

Relato Oral: 4 Idea principal + 4 detalles
 3 Idea principal + 2 detalles
 2 3 a 4 detalles sin la idea principal
 ① 1 a 2 detalles sin la idea principal

Fluidez en el Relato Oral: 14

6. Minor repetitions, redundancies, irrelevancies, and inaccuracies are counted. The crucial judgment is whether the student is retelling the passage or has gotten off track on another story or topic. If the retell is fundamentally on track, all words will count.

For example:

Pasaje	examiner says and <i>student says</i>
Por la mañana, cuando todavía está oscuro, todos nos despertamos. Primero se despiertan mi abuelita y mi papá. Su radio empieza a tocar música.	Empieza <i>El niño despertó cuando todavía está oscuro. Él dijo que su abuelita y su papá despertaron también...</i> (3 sec) Trata de decirme todo lo que puedas (5 sec) Para

Cuaderno para los examinadores

Relato Oral: 4	Idea principal + 4 detalles	
3	Idea principal + 2 detalles	
2	3 a 4 detalles sin la idea principal	
1	1 a 2 detalles sin la idea principal	
		30
		60
		90
		120
Fluidez en el Relato Oral: <u>17</u>		

7. Rote repetitions of words or phrases are not counted.

For example:

Pasaje	examiner says and <i>student says</i>
En la escuela, a la hora del recreo, nos sentamos a leer en la biblioteca. Después de clase, me quedo en la casa para jugar. Ya no quiero jugar adentro.	Empieza <i>Vamos a la biblioteca. Vamos a la biblioteca Vamos a la biblioteca</i> (sing-song voice) (3 sec) Trata de decirme todo lo que puedas (5 sec) Para

Cuaderno para los examinadores

Relato Oral: 4	Idea principal + 4 detalles	
3	Idea principal + 2 detalles	
2	3 a 4 detalles sin la idea principal	
1	1 a 2 detalles sin la idea principal	
		30
		60
		90
		120
Fluidez en el Relato Oral: <u>4</u>		

8. Repeating their retell is not counted. Especially when children are prompted to “trata de decirme todo lo que puedas” they may simply repeat what they have already provided.

For example:

Pasaje	examiner says and <i>student says</i>
Por la mañana, cuando todavía está oscuro, todos nos despertamos. Primero se despiertan mi abuelita y mi papá. Su radio empieza a tocar música.	Empieza <i>La familia se despertó en la mañana....</i> (3 sec) Trata de decirme todo lo que puedas <i>La familia se despertó en la mañana.</i> (5 sec) Para

Cuaderno para los examinadores

Relato Oral: 4	Idea principal + 4 detalles	
3	Idea principal + 2 detalles	
2	3 a 4 detalles sin la idea principal	
①	1 a 2 detalles sin la idea principal	
⊗*	30
.....**	60
.....**	90
.....**	120
Fluidez en el Relato Oral: 7		

9. Stories or irrelevancies that are off track are not counted. Children may start telling something from their own experience that is vaguely related to the passage. Such stories are not counted.

For example:

Pasaje	examiner says and <i>student says</i>
Por la mañana, cuando todavía está oscuro, todos nos despertamos. Primero se despiertan mi abuelita y mi papá. Su radio empieza a tocar música.	Empieza <i>El niño, su papá y su abuelita se despiertan cuando todavía está oscuro. Yo a veces también me levanto cuando todavía está oscuro.</i> (3 sec) Trata de decirme todo lo que puedas (5 sec) Para

Cuaderno para los examinadores

Relato Oral: 4	Idea principal + 4 detalles	
③	Idea principal + 2 detalles	
2	3 a 4 detalles sin la idea principal	
1	1 a 2 detalles sin la idea principal	
⊗*	30
.....**	60
.....**	90
.....**	120
Fluidez en el Relato Oral: 13		

IDEL Fluidez en la Lectura Oral Assessment Integrity Checklist

Directions: As the observer, please observe setup and directions, time and score the test with the examiner, check examiner’s accuracy in following procedures, and decide if examiner passes or needs more practice.

Fine	Needs Practice	√ box to indicate Fine or Needs Practice
<input type="checkbox"/>	<input type="checkbox"/>	1. Performs standardized directions verbatim. <i>Por favor lee esto en voz alta. Si te atoras, te digo la palabra para que puedas seguir leyendo. Cuando diga ‘para’ te puedo pedir que me cuentes sobre lo que leiste, así que trata de leer lo mejor que puedas. Empieza aquí. Empieza.</i>
<input type="checkbox"/>	<input type="checkbox"/>	2. Holds clipboard and stopwatch so child cannot see what he/she records.
<input type="checkbox"/>	<input type="checkbox"/>	3. Starts stopwatch after child says the first word of the passage.
<input type="checkbox"/>	<input type="checkbox"/>	4. For first word, waits 3 seconds for child to read the word. After 3 seconds, says the correct word, starts the stopwatch, and scores the first word as incorrect.
<input type="checkbox"/>	<input type="checkbox"/>	5. For all words, if child hesitates or struggles with a word for 3 seconds, says the correct word and scores the word as incorrect.
<input type="checkbox"/>	<input type="checkbox"/>	6. Puts a slash through words read incorrectly.
<input type="checkbox"/>	<input type="checkbox"/>	7. Follows discontinue rule if child does not get any words correct in the first row.
<input type="checkbox"/>	<input type="checkbox"/>	8. At the end of 1 minute, places a bracket (e.g.,]) after the last word provided and says “Para.”
<input type="checkbox"/>	<input type="checkbox"/>	9. Records the number of correct words.
<input type="checkbox"/>	<input type="checkbox"/>	10. Shadow score oral reading fluency with the examiner. Is he/she within 2 points on the final score?
<input type="checkbox"/>	<input type="checkbox"/>	11. Performs retell standardized directions verbatim: <i>Por favor cuéntame sobre lo que acabas de leer. Trata de contarme todo lo que puedas. Empieza.</i>
<input type="checkbox"/>	<input type="checkbox"/>	12. If the student does not say anything for 3 seconds, says “Trata de contarme todo lo que puedas”. This prompt can be used only once.
<input type="checkbox"/>	<input type="checkbox"/>	13. If the student does not say anything or gets off track for 5 seconds, circles the total number of words in the student’s retell and says, “Para.” .
<input type="checkbox"/>	<input type="checkbox"/>	14. At the end of 1 minute, circles the total number of words in the student’s retell and says, “Para.”
<input type="checkbox"/>	<input type="checkbox"/>	15. Shadow score the retell with the examiner. Is he/she within 2 points on the final score?

Fluidez en el Uso de las Palabras¹
Indicadores Dinámicos del Éxito en la Lectura 7a Ed.
Directions for Administration and Scoring

Target Age Range

Fluidez en el Uso de las Palabras											
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Kindergarten			Primer grado			Segundo grado			Tercer grado		

Fluidez en el Uso de las Palabras (FUP) is intended for most children from fall of kindergarten through third grade. A benchmark goal is not provided for FUP because additional research is needed to establish its linkage to other big ideas of early literacy (phonological awareness, alphabetic principle, and accuracy and fluency with connected text). Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk.

Materials: Examiner probe, Clipboard, Stopwatch, Pencil or Pen.

Directions for Administration:

1. Place examiner probe on clipboard and position so that student cannot see what you record.
2. Say these specific directions to the student:

Escúchame usar la palabra “verde”. (pausa) ***Las hojas del árbol son verdes. Ahora escúchame usar la palabra “saltar”.*** (pausa) ***Me gusta saltar la cuerda, o puedes decir: Mi hermana y yo saltamos la cuerda en las tardes. Te toca a ti usar una palabra.*** (pausa) ***Usa la palabra “perro” en una oración. “Perro”.***

<p>CORRECT RESPONSE: If student uses the word correctly in a phrase, say:</p>	<p>INCORRECT RESPONSE: If student gives any other response, say:</p>
<p><i>Muy bien.</i></p>	<p><i>Escúchame usar la palabra “perro”.</i> (pausa) <i>“El perro come un hueso”.</i> <i>Te toca a ti, “perro”.</i></p>

Bien. Aquí viene tu primera palabra.

3. Give the student the first word and start your stopwatch. If the student does not begin to use the word after 5 seconds, give him/her the second word and score the first word as zero.

¹In University of Oregon, *Indicadores dinámicos del éxito en la lectura* (7a ed.). Eugene, OR: University of Oregon.

Acceso: <http://dibels.uoregon.edu/>

4. Provide the next word when the student has used the word in a phrase, expression, or utterance *or* when the student hesitates or pauses for 5 seconds. As soon as the student is finished using the word, present the next word promptly and clearly.
5. At the end of **1 minute**, stop presenting words and recording further responses. Count the number of words used correctly in phrases, expressions, or sentences, and record at the end of the row. Total these scores and record at the bottom of the scoring sheet.

Directions for Scoring:

1. ***The total score will be the total number of words used correctly in an utterance. An utterance may be a phrase, expression, definition, or sentence. For each target word, the words in the final and/or most complete utterance will be counted.***
2. Number of words. Count the number of words the child produces in response to a word by moving your pen through the numbers as the student is responding. Try to record accurately the number of words in the student’s response. Put a circle around the total number of words in the student’s response.
 - Count only actual words, not exclamations such as “um.”
 - Total word count does not include songs or recitations (e.g., the ABC’s and 1, 2, 3, etc.) performed either individually or in a group.
 - If a child perseverates on a word (e.g., “beep, beep, beep, beep”), count the word as a single-word utterance (if it is the only word stated by a child) or as one word in a multi-word utterance.

For example, if **examiner says** and *student says*

oír
Me gusta oír la radio.

Cuaderno para los examinadores

oír	<table style="margin: auto; border: 1px solid black; padding: 5px;"> <tr> <td style="border: none;">0</td><td style="border: none;">1</td><td style="border: none;">2</td><td style="border: none;">3</td><td style="border: none;">4</td><td style="border: none; text-align: center;">5</td><td style="border: none;">6</td><td style="border: none;">7</td><td style="border: none;">8</td><td style="border: none;">9</td><td style="border: none;">10</td><td style="border: none;">11</td><td style="border: none;">12</td><td style="border: none;">13</td><td style="border: none;">14</td><td style="border: none;">15</td> </tr> <tr> <td style="border: none;">16</td><td style="border: none;">17</td><td style="border: none;">18</td><td style="border: none;">19</td><td style="border: none;">20</td><td style="border: none;">21</td><td style="border: none;">22</td><td style="border: none;">23</td><td style="border: none;">24</td><td style="border: none;">25</td><td style="border: none;">26</td><td style="border: none;">27</td><td colspan="4" style="border: none;"></td> </tr> </table>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27					<table style="margin: auto; border: 1px solid black; padding: 5px;"> <tr> <td style="border: none;">5</td> <td style="border: none; text-align: center;">Ⓒ</td> <td style="border: none;">I</td> </tr> </table>	5	Ⓒ	I
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5																																					

3. Correct utterance. Mark the usage of the word in an utterance as correct or incorrect. *Correct utterances are scored liberally. If the utterance conveys the accurate meaning of the word and could be correct, score it as correct.* A response is considered correct when it meets the requirement for either correct use, or correct definition.
 - Correct Use: For an utterance to be considered correct in terms of use, the target word is used correctly in a phrase, expression, or sentence.
 - Correct Definition: Correct definitions are accepted as a correct utterance. Correct definitions do not need to contain the target word to be accepted as correct. Synonyms are considered definitions.
4. Total number of words in correct utterances. At the end of 1 minute, add up the number of words in each correct utterance to obtain the total number of words in correct utterances. *Note, do not count words used in incorrect responses. Count the number of words used in correct utterances only.*
5. Discontinue rule. If a student has not used any of the first 5 words correctly in a phrase, expression, or sentence, discontinue the task and put a score of zero (0).

Scoring Examples: Correct Use

1. Correct use. If the word is used in a phrase, expression or sentence and conveys the meaning of the word, the response is correct. Circle the total words, mark the utterance as correct, and write the total number of words in the blank

For example, if **examiner says** and *student says*

oír	<i>Me gusta oír la radio.</i>
fruto	<i>El árbol de manzana dio muchos frutos este año.</i>

Cuaderno para los examinadores

<i>oír</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</td> <td rowspan="2" style="padding: 5px; vertical-align: middle;">5 <input checked="" type="radio"/> C I</td> </tr> <tr> <td style="text-align: center;">16 17 18 19 20 21 22 23 24 25 26 27</td> </tr> </table>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	5 <input checked="" type="radio"/> C I	16 17 18 19 20 21 22 23 24 25 26 27
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<i>fruto</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</td> <td rowspan="2" style="padding: 5px; vertical-align: middle;">9 <input checked="" type="radio"/> C I</td> </tr> <tr> <td style="text-align: center;">16 17 18 19 20 21 22 23 24 25 26 27</td> </tr> </table>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	9 <input checked="" type="radio"/> C I	16 17 18 19 20 21 22 23 24 25 26 27
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16 17 18 19 20 21 22 23 24 25 26 27				
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Total de palabras usadas correctamente:	14			

2. False starts within a correct use are not counted. Score the final/most complete utterance only. Circle the number of words in the final utterance, mark the utterance as correct, and write the total number of words in the blank.

For example, if **examiner says** and *student says*

<p>noche <i>Noche...en la noche... en la noche salen las estrellas.</i></p>
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Cuaderno para los examinadores

<i>noche</i>	<table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td> </tr> <tr> <td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td> </tr> </table>	0	1	2	3	4	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	<table border="1"> <tr> <td><u>6</u></td> <td>Ⓢ</td> <td>I</td> </tr> </table>	<u>6</u>	Ⓢ	I
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16	17	18	19	20	21	22	23	24	25	26	27																					
<u>6</u>	Ⓢ	I																														
Total de palabras usadas correctamente:		<table border="1"> <tr> <td>6</td> </tr> </table>	6																													
6																																

3. Repetitions of words or phrases within a correct use are not counted. Circle the total number of words in the final/most complete utterance (“En la noche salen las estrellas”), mark the utterance as correct, and write the total number of words in the blank.

For example, if **examiner says** and *student says*

<p>noche <i>Noche ... noche ... noche ... estrellas ... en la noche salen las estrellas.</i></p>

Cuaderno para los examinadores

<i>noche</i>	<table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td> </tr> <tr> <td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td> </tr> </table>	0	1	2	3	4	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	<table border="1"> <tr> <td><u>6</u></td> <td>Ⓢ</td> <td>I</td> </tr> </table>	<u>6</u>	Ⓢ	I
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<u>6</u>	Ⓢ	I																														
Total de palabras usadas correctamente:		<table border="1"> <tr> <td>6</td> </tr> </table>	6																													
6																																

4. Words used as fillers within a correct use are not counted. Circle the total words in the final/most complete utterance (“En la noche salen las estrellas”), mark the utterance as correct, and write the total number of words in the blank.

For example, if **examiner says** and *student says*

noche
Noche ... mmm ... mmm ... en la noche ... mmm ... mmm ... salen las estrellas.

Cuaderno para los examinadores

noche	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;"> 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 </td> <td style="width: 10%; text-align: center; vertical-align: middle;"> 6 Ⓒ I </td> </tr> </table>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	6 Ⓒ I	
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	6 Ⓒ I			
	Total de palabras usadas correctamente:	6		

5. Homophone. Correct use of a homophone is scored as correct. Use of a word that sounds the same as the target word would be counted as a correct use. Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

For example, if **examiner says** and *student says*

si
Sí tengo siete años.

Cuaderno para los examinadores

si	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;"> 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 </td> <td style="width: 10%; text-align: center; vertical-align: middle;"> 4 Ⓒ I </td> </tr> </table>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	4 Ⓒ I	
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	4 Ⓒ I			
	Total de palabras usadas correctamente:	4		

6. Correct definition is scored as a correct use. A correct definition or synonym conveys the meaning of the word and would be counted as a correct use. Circle the total words, mark the utterance as correct, and write the total number of words in the blank. If the utterance is not a correct use or definition of the target word (e.g. student says “camisa” for the target word “blanco”) circle the total words, and mark the response as incorrect. Note. Words from an incorrect utterance *are not counted* in the final score.

For example, if **examiner says** and *student says*

asiento <i>Algo para sentarme.</i>
blanco <i>Color.</i>

Cuaderno para los examinadores

asiento	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	3 C I
blanco	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	1 C I
Total de palabras usadas correctamente:		4

Or, if **examiner says** and *student says*

asiento <i>Silla.</i>
blanco <i>Camisa.</i>

Cuaderno para los examinadores

asiento	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	1 C I
blanco	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	0 C I
Total de palabras usadas correctamente:		1

7. Changing tense, number, or parts of speech: If the student changes the tense or number of the word and uses the word correctly in an utterance, score as correct. Circle the total number of words, mark the utterance as correct, and write the total number of words in the blank.

For example, if **examiner says** and *student says*

<p>oír <i>Oigo al gato.</i></p>
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Cuaderno para los examinadores

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8. Long response or multiple utterances: Count only the words in the most complete utterance in which the target word was used. Stop counting and redirect the student back to the task by providing the next word. Circle the total number of words in the first utterance in which the target word was used, mark the utterance as correct, and write the total number of words in the blank.

For example, if **examiner says** and *student says*

<p>noche <i>En la noche puedo ver las estrellas y la luna. Ayer en la noche salí con mi mamá para comprar leche y estaba lloviendo, pero cuando regresamos a casa...</i></p>
<p>fruto</p>

Cuaderno para los examinadores

<p>noche</p>	<table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td> </tr> <tr> <td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td> </tr> </table>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	<p><u>10</u> Ⓒ I</p>
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Scoring Examples: Incorrect Use

1. Incorrect response: The target word is used in the response, but the response does not make sense. The word is used incorrectly or the utterance does not convey the accurate meaning of the word. Circle the total words and mark the utterance as incorrect.

For example, if **examiner says** and *student says*

noche
En la noche sale el sol.

Cuaderno para los examinadores

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2. Repeating the target word is not a correct use. Simply repeating the word, does not convey or imply correct meaning or use of the word, and would be scored as an incorrect use. Circle the total words and mark the phrase or utterance as incorrect.

For example, if **examiner says** and *student says*

blanco
Blanco.

Cuaderno para los examinadores

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3. No response: If student doesn't respond in 5 seconds, circle zero, proceed to the next word and score as incorrect. Circle the zero and mark the phrase or utterance as incorrect.

For example, if **examiner says** and *student says*

blanco ...(5 sec.) oír
--

Cuaderno para los examinadores

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4. "I don't know." If the student says, "No sé" or "No me la sé", wait 5 seconds before providing the next word. Circle zero, proceed to the next word and score as incorrect.

For example, if **examiner says** and *student says*

blanco <i>No me la se...</i> (5 sec.) oír

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