Administration and Scoring of Early Literacy Measures for Use with AIMSweb

Power Point Created by Jillyan Kennedy

Based on *Administration and Scoring of Early Literacy Measures for Use with AIMSweb Training Workbook* Michelle M. Shinn, Ph.D. Mark R. Shinn, Ph.D.

Overview of the Early Literacy Training Session

The purpose of this presentation is to provide background information, data collection procedures, and practice opportunities to use AIMSweb to improve early literacy outcomes.

Designed to accompany:

- Administration and Scoring of Early Literacy Measures for Use with AIMSweb Training Workbook

- Standard Early Literacy Measures for Kindergarten and Grade 1

- AIMSweb Web-based Software

- Training Video

Training Session Goals

Learn how to administer and score Early Literacy Measures through applied practice.

- Letter Naming Fluency (LNF)
- Letter Sound Fluency (LSF)
- Phonemic Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)

AIMSweb Early Literacy Measures

Goals of Effective Reading Programs include:

- **Early detection of students at risk for reading difficulties**

- **Universal Screening**

- **Monitoring of progress as early and as frequently as possible to ensure development of critical early reading skills**

AIMSweb Early Literacy Measures (Based, in part, on DIBELS)

The National Reading Panel (Panel 2000) identified the following to be the best predictors of how well children will learn to read in Kindergarten and Grade 1:

- Phonemic Awareness

- Elements of Phonics including letter names, letter sounds, and the ability to read nonsense words.

AIMSweb Early Literacy Measures

Test Name	National Reading Panel Area Assessed	What Students Do
Letter Naming Fluency	Phonics	Say the names of visually presented letters for 1 minute
Letter Sound Fluency	Phonics	Say the sounds of visually presented letters for 1 minute
Phonemic Segmentation Fluency	Phonological Awareness	Identify the specific phonemes in orally presented words for 1 minute
Nonsense Word Fluency	Phonics	Say the sounds of visually presented non-real words for 1 minute

Early Literacy Measures are Designed to Provide Educators With…

The same kind of evaluation technology as used in other professions!
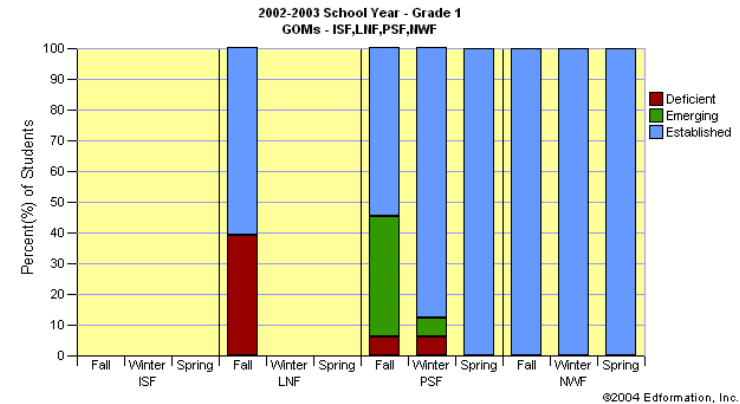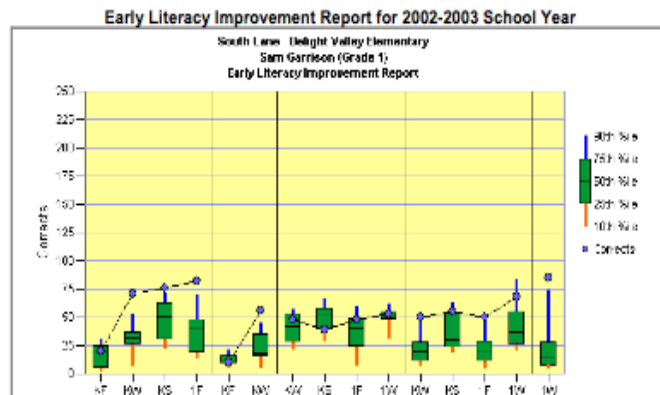
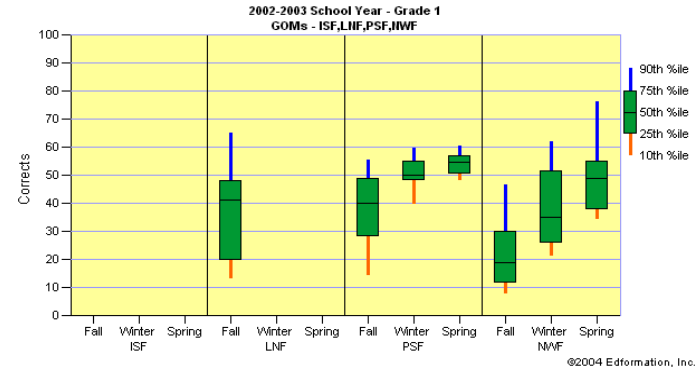**Powerful measures that are:**

- **Simple**

- **Accurate**

- **Efficient indicators of student achievement that guide and inform a variety of decisions**

Organized by AIMSweb for
Reporting Results to Teachers, Administrators, & Parents

Things You Need BEFORE Testing

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

- Understanding the typical timeframe for administering specific tests

- Getting the necessary testing materials

- Arranging the testing environment

Recommended AIMSweb
Early Literacy Benchmark Assessment Schedule

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
Letter Naming	Letter Naming	Letter Naming	Letter Naming		
Letter Sound	Letter Sound	Letter Sound	Letter Sound	Letter Sound	
	Phonemic Segmentation	Phonemic Segmentation	Phonemic Segmentation (at risk)	Phonemic Segmentation (at risk)	
	Nonsense Words (optional)	Nonsense Words (optional)	Nonsense Words (optional)	Nonsense Words (optional)	Nonsense Words (optional)
			R-CBM (strongly consider)	R-CBM	R-CBM

Getting the Necessary Testing Materials

- **Use the Provided AIMSweb Early Literacy Assessment and Training Materials**

or:

- **Use DIBELS measures**

Arranging the Testing Environment

Helpful Hints While Administering Early Literacy Measures

- **Make sure that the testing environment is quiet and free from distractions**

- **Complete reliability checks before data collection with all examiners to ensure reliable administration**

- **If possible, try to have the same examiner during each Benchmark period test the same students**

Administration and Scoring
Letter Naming Fluency

Administration and Scoring of Letter Naming Fluency

- **What examiners need to do…**

- **Before testing students**

- **While testing students**

- **After testing students**

Things You Need Before Testing : Letter Naming Fluency

Specific Materials Arranged:

- Student copy of Letter Naming Fluency (not numbered)

- Examiner copy of Letter Naming Fluency (numbered for easy scoring)

- Clipboard to provide a hard surface for recording student answers

- Stopwatch

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Things You Need While Testing Letter Naming Fluency

Standard Directions for 1- Minute Administration:

1) Place the **unnumbered** copy in front of the student.

2) Place the **numbered** copy in front of you, but shielded so the student cannot see what you record.

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

4) Start you stopwatch. If the student fails to say the first letter name after **3 seconds**, tell the student the letter name and mark it as incorrect. Point to the next letter to indicate for the child to move on.

5) If the student provides the letter sound rather than the letter name say, **"Remember to tell me the letter name, not the sound it makes."** This prompt may be provided once during the administration.

Standard Directions for 1- Minute Administration
(Continued)

6) If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.

7) Follow along on your copy. Put a slash (/) through letter names given incorrectly.

8) The maximum time for each letter is **3 seconds**. If a student does not provide the next letter within 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter and say, **"What letter?"**

9) At the end of 1 minute, place a bracket ( ]) after the last letter and say, **"Stop."**

Things to Do After Testing Letter Naming Fluency

- Score immediately to ensure accurate results
- Students receive 1 point for every correct letter named in 1 minute
- If doing multiple samples, organize your impressions of qualitative features

What is a Correct Letter Name?

- A correctly named letter

- Confused I's and L's as a function of font

- Self Corrections

What is an Incorrect Letter Name?

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

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

Calculating & Reporting Scores Letter Naming Fluency

- Count the total number of letters the student read

- Count the number of errors and subtract

- Report the total number of letters named correctly

Example of Calculating Scores

- Angela finished letter naming after 1 minute at the 20th letter, so she named 20 letters total
- Angela also made 5 errors
- Therefore, her recorded score is **15 (20 – 5 = 15)**

Reported as **15**

Exercise 1 Letter Naming Fluency: Let's Practice!

Letter Naming Fluency Video Practice Example 1: Jason

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

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

Practice Exercise 1 Letter Naming Fluency: Answer Key

Letter Naming Fluency Video Practice Example 1 Answer Key: Jason

Y̸	s	H	D̸	m	p	U	ø̸	C	C
K	k	A	O	F	f	ø̸	E̸	B	N̸
ø̸	p	k	p	A	h	C	ø̸]	G	D
k	L	X	o	h	I	f	W	b	k
r	A	E	L	c	n	C	u	Q	m
E	m	S	h	z	x	m	a	Y	z

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

Exercise 2 Letter Naming Fluency: Let's Practice!

Letter Naming Fluency Video Practice Example 2: Dakota

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

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

Practice Exercise 2 Letter Naming Fluency: Answer Key

Letter Naming Fluency Video Practice Example 2 Answer Key: Dakota

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

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

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Administration and Scoring
Letter Sound Fluency

Administration and Scoring of Letter Sound Fluency

What Examiners Need to Do . . .

- Before testing students
- While testing students
- After testing students

Things You Need Before Testing Letter Sound Fluency

Specific Materials Arranged:

- *Student copy of Letter Sound Fluency (not numbered)*

- *Examiner copy of Letter Sound Fluency (numbered for easy scoring)*

- *Clipboard to provide a hard surface for recording student answers*

- *Stopwatch*

Things You Need While Testing Letter Sound Fluency

Standard Directions for 1- Minute Administration

1) Place the **unnumbered** copy in front of the student.

2) Place the **numbered** copy in front of you, but shielded so the student cannot see what you record.

3) Say, **"Begin here,** [point to the first letter] **and tell me the sounds of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin."**

4) Start your stopwatch. If the student fails to say the first letter sound after **3 seconds**, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, **"What sound?"**

5) If the student provides the letter name rather than the letter sound say, **"Remember to tell me the sound the letter makes, not its name."** This prompt may be provided once during the administration.

Things You Need While Testing Letter Sound Fluency

Standard Directions for 1- Minute Administration *(Continued)*

6) If the student does not get any correct letter sounds within the first 10 letters (1 row), discontinue the task and record a score of 0.

7) Follow along on your copy. Put a slash (/) through letter sounds given incorrectly. The maximum time for each letter is **3 seconds**.

8) The maximum time for each letter is **3 seconds**. If a student does not provide the next sound within 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, **"What sound?".**

9) At the end of 1 minute, place a bracket ( ]) after the last letter and say, **"Stop."**

What is a Correct Letter Sound?

- Students provide the most COMMON sound of the letter. (A pronunciation guide for the most common sounds is in the Appendix of the AIMSweb Training Workbook)
- Confused I's and L's as a function of font
- Self Corrections

What is an Incorrect Letter Sound?

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

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

Exercise 1 Letter Sound Fluency: Let's Practice!

Letter Sound Fluency Video Practice Example 1: Dakota

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

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

Practice Exercise 1 Letter Sound Fluency: Answer Key

Letter Sound Fluency Video Practice Example 1 Answer Key: Dakota

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

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

Exercise 2 Letter Sound Fluency: Let's Practice!

Letter Sound Fluency Video Practice Example 2: Angelica

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

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

Practice Exercise 2 Letter Sound: Answer Key

Letter Sound Fluency Video Practice Example 2 Answer Key: Angelica

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

Total number of letter sounds the student read = 46
Count the number of errors and subtract = 4
Total number of letters letter sounds read correctly = 42

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Administration and Scoring
Phonemic Segmentation Fluency

Administration and Scoring of Phonemic Segmentation Fluency

What Examiners Need to Do . . .

- Before testing students
- While testing students
- After testing students

Things You Need Before Testing Phonemic Segmentation Fluency

Specific Materials Arranged:

- Examiner copy of Phonemic Segmentation Fluency (*numbered for easy scoring*)

- Clipboard to provide a hard surface for recording student answers

- Stopwatch

AIMSweb® Phoneme Segmentation Fluency - Progress Monitor Assessment #4

Given To:_____ Given By:_____ Date:_____

winds	/w/ /l/ /n/ /d/ /z/	few	/f/ /y/ /oo/	/ 8 (8)
swung	/s/ /w/ /u/ /ng/	drive	/d/ /r/ /ie/ /v/	/ 8 (16)
stole	/s/ /t/ /oa/ /l/	asked	/a/ /s/ /k/ /t/	/ 8 (24)
same	/s/ /ai/ /m/	shape	/sh/ /ai/ /p/	/ 6 (30)
it	/l/ /t/	fair	/f/ /ai/ /r/	/ 5 (35)
nap	/n/ /a/ /p/	you	/y/ /oo/	/ 5 (40)
sort	/s/ /or/ /t/	picked	/p/ /l/ /k/ /t/	/ 7 (47)
chest	/ch/ /e/ /s/ /t/	paid	/p/ /ai/ /d/	/ 7 (54)
bit	/b/ /l/ /t/	hug	/h/ /u/ /g/	/ 6 (60)
match	/m/ /a/ /ch/	dog	/d/ /o/ /g/	/ 6 (66)
sign	/s/ /ie/ /n/	can	/k/ /a/ /n/	/ 6 (72)
done	/d/ /u/ /n/	be	/b/ /ea/	/ 5 (77)
parks	/p/ /ar/ /k/ /s/	breathe	/b/ /r/ /ea/ /TH/	/ 8 (85)
tracks	/t/ /r/ /a/ /k/ /s/	oil	/oi/ /l/	/ 7 (92)
that	/TH/ /a/ /t/	store	/s/ /t/ /or/	/ 6 (98)

_____/

Things You Need While Testing Phonemic Segmentation Fluency

Standard Directions for 1- Minute Administration

1) Place the examiner copy in front of you, but shielded so the student cannot see what you record.

2) Say: **"I am going to say a word. After I say it, I want you to tell me all the sounds in the word. So, if I say, "Sam," you would say /s/ /a/ /m/. Let's try one** [1 second pause]. **Tell me the sounds in "mop."**

Correct Response	Incorrect Response
Very good.	The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".

3) Say: **"Okay. Here is your first word."**

4) Give the student the first word and start your stopwatch. If the student does not say a sound segment after **3 seconds**, give the second word and score the first word as 0 segments produced.

Standard Directions for 1- Minute Administration *(Continued)*

5) As the student says the sounds, mark the student's response in the scoring column. Underline (__) each sound segment produced correctly. Put a slash (/) through sounds produced incorrectly.

6) As soon as the student is finished saying the sounds, present the next word promptly and clearly.

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

8) 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.

9) At the end of **1 minute**, stop presenting words and scoring further responses. Place a bracket ( ]) after the last segment produced. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

What is a Correct Segment?

- **Complete segmentation (Example: "T…r…i…ck")**
- **Incomplete segmentation (Example: "Tr…ick")**
- **Overlapping segmentation (Example: "Tri…ick")**
- **Schwa sounds (Example: "Tuh…ruh…i…kuh")**
- **Additions (Example: "T…r…i…ck…s")**
- **Articulation and dialect; imperfect pronounciations due to dialect or articulation (Example: "r…e…th…t" for "rest")**
- **Elongated sounds (Example: "rrrrreeeessssttt")**

What is an Incorrect Segment?

- Omissions (Example: "t…ick")

- No segmentation (Example: "trick")

- Segment mispronunciation (Example: "t…r…i…ks")

Practice Exercise 1 Phonemic Segmentation Fluency: Let's Practice!

Phonemic Segmentation Fluency Video Practice Example 1: Dakota

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

1. Count the total number of segments correct   _____

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Practice Exercise 1 Phonemic Segmentation Fluency: Answer Key

Answer Key: Dakota

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	4/6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	6/6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	6/6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	6/7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	5/6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	6/7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	6/6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	6/6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	5/6
jet	/j/ /e/ /t/	of	/o/ /v/]	3/5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	____/7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	____/7
				Total 53/75

Total number of segments correct = 53

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Practice Exercise 2 Phonemic Segmentation Fluency: Let's Practice!

Early Literacy
Phoneme Segmentation Fluency

Practice Exercise (2)

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Phonemic Segmentation Fluency Video Practice Example 2: Tommy

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

1. Count the total number of segments correct   _____

Practice Exercise 2 Phonemic Segmentation Fluency: Answer Key

Answer Key: Tommy

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

Total number of segments correct = 55

Practice Exercise 3 Phonemic Segmentation Fluency: Let's Practice!

Early Literacy
Phoneme Segmentation Fluency

Practice Exercise 3

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Phonemic Segmentation Fluency Video Practice Example 3: Angelica

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

1. Count the total number of segments correct   _____

Practice Exercise 3 Phonemic Segmentation Fluency: Answer Key

Phonemic Segmentation Fluency Video Practice Example 3
Answer Key: Angelica

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

Total number of segments correct = 46

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Administration and Scoring
Nonsense Word Fluency

Administration and Scoring of Nonsense Word Fluency

What Examiners Need to Do . . .

- Before testing students
- While testing students
- After testing students

Things You Need Before Testing Nonsense Word Fluency

Specific Materials Arranged:

- Student copy of Nonsense Word Fluency (*not numbered*)

- Examiner copy of Nonsense Word Fluency (*numbered for easy scoring*)

- Practice Examples

- Clipboard to provide a hard surface for recording student answers

- Stopwatch

noj	vez	ruz	biv	yep
nof	lal	jon	duv	luk
sij	yuc	mod	lef	hus
mij	vis	kuj	jep	miz
wip	pez	fik	vug	az
non	kat	jik	pas	joz
nik	ret	od	lic	dop
kos	muv	jid	sus	tos
zuc	laf	het	kuc	yub
woj	fos	og	rev	wij
wef	jof	yug	iz	fav
muz	nav	mac	vuz	bik
tud	veb	pep	wal	sid
suz	mav	hij	yob	nov
vom	yec	ic	hej	hon

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ense Word Fluency - Progress Monitor Assessment #4

Given By: _____ Date: _____

ruz	biv	yep	/ 15 (15)
jon	duv	luk	/ 15 (30)
mod	lef	hus	/ 15 (45)
kuj	jep	miz	/ 15 (60)
fik	vug	az	/ 14 (74)
jik	pas	joz	/ 15 (89)
od	lic	dop	/ 14 (103)
jid	sus	tos	/ 15 (118)
het	kuc	yub	/ 15 (133)
og	rev	wij	/ 14 (147)
yug	iz	fav	/ 14 (161)
mac	vuz	bik	/ 15 (176)
pep	wal	sid	/ 15 (191)
hij	yob	nov	/ 15 (206)
vom	yec	ic	hej	hon	/ 14 (220)

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Standard Directions for Practice Items Administration

1) Place the practice items in front of the child.

Nonsense Word Practice Items	
bim	lat

2) Say: **"Look at this word** (point to the first word on the practice probe). **It's a make-believe word, not a real word. All the letters have sounds:** (point to the letter "b") **/b/,** (point to the letter "i") **/i/,** (point to the letter "m") **/m/. Altogether the sounds are /b/ /i/ /m/** (point to each letter) **or "bim"** (run your finger fast through the whole word). **Remember, it is a made up word. You can say the sounds of the letters, /b/ /i/ /m/** (point to each letter), **or you can say the whole word "bim"** (run your finger fast through the whole word). **Be sure to say any sounds you know. Ready? Lets try one. Read this word the best you can** (point to the word "lat"). **Point to each letter and tell me the sound or tell me the whole word."**

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Things You Need While Testing **Nonsense Word Fluency**

Standard Directions for Practice Items Administration *(Continued)*

Correct Response	Incorrect Response
That's right. The sounds are /l/ /a/ /t/ or "lat"	Watch me: (point to the letter "l") /l/, (point to the letter "a") /a/, (point to the letter "t") /t/. Altogether the sounds are /l/ /a/ /t/ (point to each letter) or "lat" (run your finger fast through the whole word). Remember, you can say the sounds or you can say the whole word. Let's try again. Read this word the best you can (point to the word "lat").

Things You Need While Testing Nonsense Word Fluency

Standard Directions for 1- Minute Administration

1) Place the **unnumbered** copy in front of the student.

2) Place the **numbered** copy in front of you, but shielded so the student cannot see what you record.

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

4) Start your stopwatch. If the student does not respond with a sound after **3 seconds**, tell the student the sound and say, **"next sound?"**

Things You Need While Testing *Nonsense Word Fluency*

Standard Directions for 1- Minute Administration *(Continued)*

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

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

7) At the end of 1 minute, place a bracket ( ]) after the last letter and say, ***"Stop."***
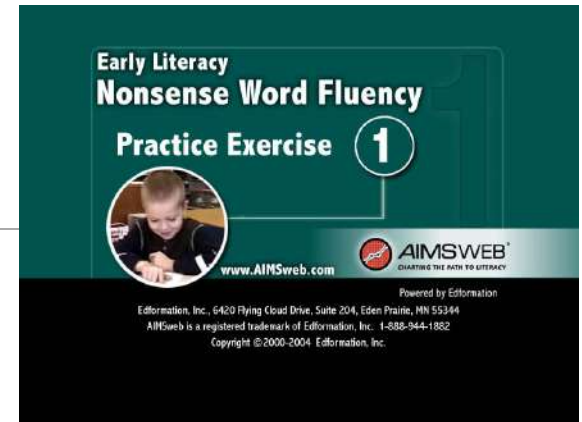
What is a Correct Letter Sound?

- Correct letter sounds
- Correct words
- Self Corrections
- Sounds Produced Out of Order
- Blended Letter Sounds

What is an Incorrect Letter Sound?

- Incorrect letter sounds
- Omission of a letter sound
- Stops or struggles with a nonsense word for more than 3 seconds

Exercise 1 Nonsense Word Fluency: Let's Practice!

Nonsense Word Fluency Video Practice Example 1: Tommy

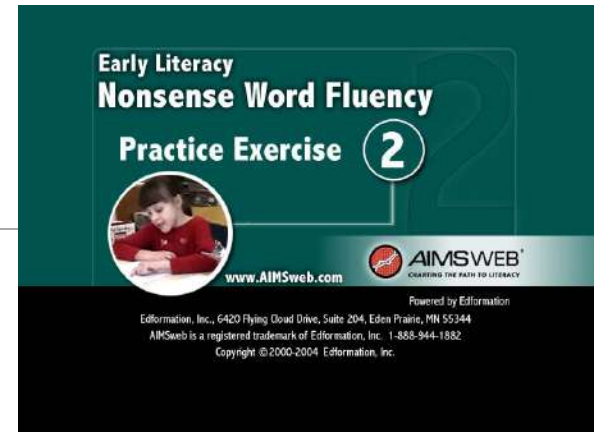|					
u k	s o t	p e z	h u s	s a v	__/14
m o l	w u f	b a v	f i k	m a k	__/15
r a v	n i d	r e v	z e d	v a f	__/15
n o p	j i p	k e p	d i f	s u s	__/15
m i n	l u s	t o t	o g	e f	__/13

1. Count the total number of segments read _____

Practice Exercise 1 Nonsense Word Fluency: Answer Key

Nonsense Word Fluency Video Practice Example 1 Answer Key: Tommy

u̲ k	s̲ o̲ t	p̲ e̲ z	h̲ u̲ s̲	s̲ a̷ v	1̲3̲/14
m̲ o̲ l	w̲ u̲ f	b̲ a̲ v	f̲ i̲ k	m̲ a̲ k	1̲5̲/15
r̲ a̲ v̲	n̲ i̲ d	r̲ e̲ v	z̲ e̲ d	v̲ a̲ f	1̲5̲/15
n̲ o̲ p	j i p	k̲ e̲ p	d̲ i f	s̲ u̲ s	1̲5̲/15
m̲ i̲ n̲	l̲ u̲ s	t̲ o̲ t]	o g	e f	9̲/13

Total number of segments read = 67

Exercise 2 Nonsense Word Fluency: Let's Practice!

Nonsense Word Fluency Video Practice Example 2: Angelica

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

1. Count the total number of segments read _____

Practice Exercise 2 Nonsense Word Fluency: Answer Key

Nonsense Word Fluency Video Practice Example 2 Answer Key: Angelica

u k	s o t	p̸ z	h u̸	s̸ v	11/14
m ø̸ l	w u f	b a v	f i k	m a k	14/15
r a v	n i d	r̸ v	z̸ d]	v a f	10/15
n o p	j i p	k e p	d i f	s u s	__/15

Total number of segments read = 35

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Summary

You now have the building blocks to begin AIMSweb Early Literacy Assessment to ensure reading growth.

Early Literacy Measures Reviewed:
- Letter Naming Fluency (LNF)
- Letter Sound Fluency (LSF)
- Phonemic Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)

The End