

Quick Scoring Guide aimswebPlus Early Literacy Measures and Oral Reading Fluency (ORF)

Print Concepts

- Allow only about 5 seconds for the student to respond to a question before marking it incorrect and going on to the next question.
- Students receive 1 point for meeting all the criteria for each question.
- Students should attempt all questions in the order given

Letter Naming Fluency

- The student must provide the most common sound of the letter.
- For vowels, the most common sound is the short-vowel sound.
- Letter names are considered *incorrect* if:
 - a letter sound is made rather than saying the name (after giving corrective feedback once),
 - a letter is skipped,
 - another letter name is given,
 - the student self-corrects after 3 seconds have elapsed, or
 - no letter name is given within 3 seconds.
- Do not penalize for:
 - self-corrections made within 3 seconds,
 - a response of either *i* or *L* for a lower-case L,
 - regional dialects, or
 - articulation problems.
- Allow only about 3 seconds for the student to name a letter (i.e., the student is silent and not subvocalizing) before saying the letter name and marking it incorrect. Then, point to the next letter and say: What letter? You may give this corrective feedback as often as needed. *No other feedback is permitted.*
- If the student makes the letter sound instead of saying its name, the first time say: Tell me the letter name. Then, record the second response. Only offer this reminder *once* during an administration. If the student makes a letter sound again, mark the item incorrect and do not give feedback.
- Discontinue Rule: If a student incorrectly names 10 consecutive letters without self-correcting, discontinue administration of this form. Click on the pause icon and select Discontinue Form from the pop-up menu. The student's score will reflect only the letters correctly named before the discontinue rule was met.
- *Note. Very occasionally, a student will finish in less than 1 minute. If this occurs, click on the pause icon and select Score Completed Form from the pop-up menu. Then, follow the directions on the DRF screen to score student responses.*

Initial Sound Fluency

- Students receive 1 point for each correctly produced sound and for each correctly identified (pointed to) and/or named word. Please see the Common Sounds Pronunciation Guide (see Table 1A in Appendix A) for the correct pronunciations of individual letter sounds.
- Allow about 3 seconds for the student to respond to a question before marking it incorrect and going on to the next question.
- Students should attempt all 12 questions.
- Do not penalize for:
 - regional dialects or
 - articulation problems

Auditory Vocabulary

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

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- Discontinue Rule: If a student incorrectly identifies the first 5 vocabulary words, discontinue administration of this form. Click on the pause icon and select Discontinue Form from the pop-up menu.

Letter Word Sound Fluency

- Allow only about 3 seconds for the student to respond (i.e., the student is silent and not subvocalizing) before saying the answer and marking it incorrect. Then, say: Try the next one. You may give this corrective feedback as often as needed. *No other feedback is permitted.*
- On a syllable or word, allow about 10 seconds for the student to sound out or to subvocalize before saying the answer and marking it incorrect. Then, say: Try the next one.
- If the student says the letter name instead of the sound, the first time say: Tell me the sound the letter makes. Then, record the second response. Only offer this reminder *once* during an administration. If the student says a letter name again, mark the item incorrect and do not give feedback.
- If a student skips an entire row, point to the first letter in the skipped row and say: This one is next.
- If a student self-corrects an incorrectly made sound within 3 seconds, record the response as correct.
- Sounds or words are considered *incorrect* if:
 - a letter is named rather than making the sound (after giving corrective feedback once),
 - the whole CVC word is said rather than making the each word-part sound,
 - a sound or sounds are omitted,
 - other sounds or words are substituted,
 - the student self-corrects after 3 seconds have elapsed, or
 - no sound is made within 3 seconds.
- Do not penalize for:
 - self-corrections made within 3 seconds,
 - regional dialects, or
 - articulation problems
- Discontinue Rule: If a student incorrectly produces sounds for 10 consecutive letters without self-correcting, discontinue administration of this form. Click on the pause icon and select Discontinue Form from the pop-up menu.

Phoneme Segmenting

- If the student does not make the first or next sound segment of the test word within 3 seconds, mark the segment(s) not produced as incorrect and give the next test word.
- Students receive 1 point for each correctly sounded phoneme (sound segment). Each phoneme must be made *separately, correctly, and in the proper order* to receive credit.
- Phonemes are considered *incorrect* if:
 - the whole word is said without any segmentation (i.e., all phonemes in word are considered incorrect),
 - a phoneme is mispronounced (after making allowances for dialect and articulation),
 - a phoneme is omitted,
 - phonemes are combined (see examples on following page),
- Do not penalize for:
 - additional sounds
 - self-corrections made within 3 seconds,
 - regional dialects, or
 - articulation problems.
- Discontinue Rule: If a student does not make *any* correct segmentations on 5 consecutive words, discontinue administration of this form. Click on the pause icon and select Discontinue Form from the pop-up menu.

Word Reading Fluency

- Allow only about 3 seconds for the student to respond (i.e., the student is silent and not subvocalizing) before saying the word and marking it incorrect. Then, say: Try the next one. You may give this corrective feedback as often as needed. *No other feedback is permitted.*
- Allow about 10 seconds for the student to sound out or to subvocalize before saying the word and marking it incorrect. Then, say: Try the next one.
- If a student skips an entire column, point to the first word in the skipped column and say: This one is next.
- Words are considered *incorrect* if:
 - a word is skipped,
 - any sound in a word is mispronounced,
 - the student self-corrects after 3 seconds have elapsed, or
 - no attempt is made within 3 seconds.
- Do not penalize for:
 - self-corrections made within 3 seconds,
 - regional dialects, or
 - articulation problems.
- Discontinue Rule: If a student incorrectly pronounces 10 consecutive words without self-correcting, discontinue administration of this form. Click on the pause icon and select Discontinue Form from the pop-up menu. The student's score will reflect only the words read correctly before the discontinue rule was met.

Oral Reading Fluency

- During testing, please keep in mind:
- Allow only about 3 seconds for the student to respond (i.e., the student is silent and not subvocalizing) before saying the word and marking it incorrect. You may give this feedback as often as needed. *No other feedback is permitted.*
- Allow about 10 seconds for the student to sound out or to subvocalize before saying the word and marking it incorrect.
- If a student skips a line, do not redirect or give any corrective feedback.
- If a student self-corrects an incorrectly pronounced word within 3 seconds, record the response as correct.
- Words are considered *incorrect* if:
 - a word is skipped,
 - any sound in a word is mispronounced,
 - a different word is substituted,
 - a word is not read in its proper sequence,
 - an abbreviation is read rather than the full word it represents,
 - the student self-corrects after 3 seconds have elapsed, or
 - no attempt is made within 3 seconds.
- Do not penalize for:
 - self-corrections made within 3 seconds,
 - repeated words,
 - inserted words,
 - regional dialects, or
 - articulation problems.
- Discontinue Rule: If a student reads 10 or fewer words on the first story, do not administer the second story. Click on the pause icon and select Discontinue Form from the pop-up menu.

