

## Letter Naming Fluency (LNF)

**Applicable grades:** Beginning of kindergarten through end of first grade.

**Objective:** Student names letters for 60 seconds.

**Uses:** Benchmark and risk assessment.

### Materials

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

### Administration

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

**Here are some letters**

(point to the student form).

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

**When I say “Begin,” start here,**

(point to the first letter)

**and go across the page**

(point).

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

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

**Put your finger on the first letter.**

**Ready?**

**Begin.**

4. Start the timer after saying “Begin.”
5. Follow along in the Scoring Booklet. Put a slash (/) through each letter name read incorrectly. See Acceptable Prompts and Scoring Rules for more details.
6. At the end of 60 seconds, place a bracket (]) after the last letter named and say, “**Stop.**”

### Acceptable prompts

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

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

**Keep going.**

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

**Keep going.**

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

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

**Remember, tell me the letter's name, not its sound.**

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

### Discontinue rules

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

**Discontinue Benchmark Assessments Rule.** Benchmark assessment always continues

regardless of LNF score.

## Scoring rules

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

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

Situation	How to score																
<b>Letter reversals</b>	<p>A letter is incorrect if the student substitutes a different letter for the stimulus letter, even if the substituted letter is similar in appearance. (Note that lowercase L does not appear on LNF forms, and the font used in LNF distinguishes the uppercase I from the lowercase L and number 1 very well.)</p> <table><thead><tr><th>Letters</th><th>Student Says</th><th>Scoring Procedure</th><th>Correct Letters</th></tr></thead><tbody><tr><td>b T n E</td><td>“d...T...n...E”</td><td>✓ T n E</td><td><u>3</u>/4</td></tr><tr><td>p S n L</td><td>“q...S...m...L”</td><td>✓ S ✗ L</td><td><u>2</u>/4</td></tr><tr><td>M I k L</td><td>“M...L...k...L”</td><td>M ✗ k L</td><td><u>3</u>/4</td></tr></tbody></table>	Letters	Student Says	Scoring Procedure	Correct Letters	b T n E	“d...T...n...E”	✓ T n E	<u>3</u> /4	p S n L	“q...S...m...L”	✓ S ✗ L	<u>2</u> /4	M I k L	“M...L...k...L”	M ✗ k L	<u>3</u> /4
Letters	Student Says	Scoring Procedure	Correct Letters														
b T n E	“d...T...n...E”	✓ T n E	<u>3</u> /4														
p S n L	“q...S...m...L”	✓ S ✗ L	<u>2</u> /4														
M I k L	“M...L...k...L”	M ✗ k L	<u>3</u> /4														

Situation	How to score																
Letter sounds	<p>A letter is incorrect if the student provides the letter-sound for the stimulus letter (e.g., /d/ for “D”). A prompt for providing letter-sounds is allowable only once (see Acceptable Prompts).</p> <table border="1"> <thead> <tr> <th>Letters</th> <th>Student Says</th> <th>Scoring Procedure</th> <th>Correct Letters</th> </tr> </thead> <tbody> <tr> <td>b T n E</td> <td>“/b/...T...n...E”</td> <td><del>b</del> T n E</td> <td><u>3</u>/4</td> </tr> <tr> <td>p S n L</td> <td>“p.../s/...n...L”</td> <td>p <del>S</del> n L</td> <td><u>3</u>/4</td> </tr> <tr> <td>M I k L</td> <td>“M...I.../k/...L”</td> <td>M I <del>k</del> L</td> <td><u>3</u>/4</td> </tr> </tbody> </table>	Letters	Student Says	Scoring Procedure	Correct Letters	b T n E	“/b/...T...n...E”	<del>b</del> T n E	<u>3</u> /4	p S n L	“p.../s/...n...L”	p <del>S</del> n L	<u>3</u> /4	M I k L	“M...I.../k/...L”	M I <del>k</del> L	<u>3</u> /4
Letters	Student Says	Scoring Procedure	Correct Letters														
b T n E	“/b/...T...n...E”	<del>b</del> T n E	<u>3</u> /4														
p S n L	“p.../s/...n...L”	p <del>S</del> n L	<u>3</u> /4														
M I k L	“M...I.../k/...L”	M I <del>k</del> L	<u>3</u> /4														
Omissions	<p>A letter is incorrect if the student skips the letter. If the student skips an entire line, cross out the line and record a score of 0 for that line.</p>																

### LNF Fidelity of Administration

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

## Phonemic Segmentation Fluency (PSF)

**Applicable grades:** Beginning of kindergarten through end of first grade.

**Objective:** Student breaks words into phonemes for 60 seconds.

**Uses:** Benchmark and risk assessment; progress monitoring.

### Materials

- Scoring book
- Pen or pencil
- Clipboard
- Timer

### Administration

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

**I am going to say a word.**

**So, if I say the word 'mop', you would say /m/ /o/ /p/.**

**If I say the word 'at' you would say /a/ /t/.**

**Let's try one.**

(1 second pause)

**Tell me the sounds in the word 'sip'.**

**Tell me any sounds you hear.**

Student response	Examiner response
CORRECT	

Student response	Examiner response
If student says “/i/ /t/”	Very good.  The sounds in “sip” are /s/ /i/ /p/.

#### INCORRECT

Any other response	The sounds in “sip” are /s/ /i/ /p/.  Your turn.  Tell me the sounds in “sip.”
--------------------	--

#### OK. Here is your first word.

3. Give the student the first word and start the timer.
4. Follow along in the Scoring Booklet. As the student says the sounds, underline each different, correct, sound segment produced. Put a slash (/) through sounds produced incorrectly. See Acceptable Prompts and Scoring Rules for more details.
5. As soon as the student is finished saying the sounds in the current word, present the next word promptly and clearly.
6. At the end of 60 seconds, stop presenting words and stop the timer. Place a bracket (]) after the last sound provided by the student.

### Acceptable prompts

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

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

### Discontinue rules

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

**Discontinue Benchmark Assessments Rule.** For beginning of kindergarten only, if student

does not get any sounds correct in the first 5 words, discontinue PSF and any further benchmark assessments (i.e., NWF and WRF) for that time of year. At all other times of year, benchmark assessment continues regardless of PSF score.

## Scoring rules

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

---

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

---

Situation	How to score
-----------	--------------

**Schwa sounds** Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa. For example, if the word is “track,” and the student says “tu...ru...a...ku” they would receive 4 of 4 points.

Word	Student Says	Scoring Procedure	Correct Segments
track	“tu...ru...a...ku”	<u>/t/</u> <u>/r/</u> <u>/a/</u> <u>/k/</u>	<u>4/4</u>
bet	“bu...e...tu”	<u>/b/</u> <u>/e/</u> <u>/t/</u>	<u>3/3</u>

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

Word	Student Says	Scoring Procedure	Correct Segments
track	“t...r...a...ck...s”	<u>/t/</u> <u>/r/</u> <u>/a/</u> <u>/k/</u>	<u>4/4</u>
top	“s...t...o...p”	<u>/t/</u> <u>/o/</u> <u>/p/</u>	<u>3/3</u>
top	“st...o...p”	<del>/t/</del> <u>/o/</u> <u>/p/</u>	<u>2/3</u>
top	“s...t...ol...p”	<u>/t/</u> <del>/s/</del> <u>/p/</u>	<u>2/3</u>
top	“s...t...o...l...p”	<u>/t/</u> <u>/o/</u> <u>/p/</u>	<u>3/3</u>

Situation	How to score
-----------	--------------

**Sound elongation**

The student may elongate the individual sounds and run them together as long as it is clear he or she is aware of each sound individually. For example, if the student says, “ssssuuunnnn,” with each phoneme held long enough to make it clear they know the sounds in the word, they would receive credit for 3 phonemes correct. This is a professional judgment and should be based on the student’s responses and prior knowledge of the student’s instruction. When in doubt, no credit is given.

Word	Student Says	Scoring Procedure	Correct Segments
sun	“ssssuuunnnn”	<u>/s/</u> <u>/u/</u> <u>/n/</u>	<u>3</u> /3

**Partial segmentation**

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

Word	Student Says	Scoring Procedure	Correct Segments
track	“tr...ack”	<u>/t/</u> <u>/r/</u> <u>/a/</u> <u>/k/</u>	<u>2</u> /4
bet	“b...et”	<u>/b/</u> <u>/e/</u> <u>/t/</u>	<u>2</u> /3

Situation	How to score
-----------	--------------

**Overlapping segmentation**

The student receives credit for each different, correct, sound segment of the word. Thus, if the word is “track,” and the student says “tra...ack,” the student would receive 2 of 4 points because /tra/ and /ack/ are both different, correct, sound segments of “track.”

Word	Student Says	Scoring Procedure	Correct Segments
track	“tra...ack”	<u>/t/</u> /r/ <u>/a/</u> /k/	<u>2</u> / 4
bet	“be...e...et”	<u>/b/</u> /e/ <u>/t/</u>	<u>3</u> / 3

**Mispronounced segment**

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

Word	Student Says	Scoring Procedure	Correct Segments
track	“t...r...a...gs”	<u>/t/</u> /r/ <u>/a/</u> / <del>g</del> /	<u>3</u> / 4
bet	“p...i...t”	/p/ / <del>e</del> / <u>/t/</u>	<u>1</u> / 3
bet	“d...e...t”	/ <del>d</del> / <u>/e/</u> <u>/t/</u>	<u>2</u> / 3

Situation	How to score
-----------	--------------

**R-controlled vowels**

As discussed earlier in this chapter, r-controlled vowels are technically one phoneme. Students who correctly segment that phoneme or who further segment an r-controlled phonemes into phones should receive full credit. For example, if the word is “car”, and the student says “c...uh...r” or “c...ar”, they would receive full credit.

Word	Student Says	Scoring Procedure	Correct Segments
car	“c...uh...r”	/k/ /ar/	2/2
car	“c...ar”	/k/ /ar/	2/2
chair	“ch...air”	/ch/ /air/	2/2
chair	“ch...ay...ee...r	/ch/ /air/	2/2

**No segmentation**

If the student repeats the entire word, no credit is given for any sounds. For example, if the word is “track,” and the student says “track,” circle the entire word and record zero points.

Word	Student Says	Scoring Procedure	Correct Segments
track	“track”	<u>/t/ /r/ /a/ /k/</u>	<u>0</u> /4

**Spelling**

If the student spells the word, no credit is given. For example, if the word is “track,” and the student says “t ...r...a...c...k”, cross out each sound.

Word	Student Says	Scoring Procedure	Correct Segments
track	“t...r...a...c...k”	<del>/t/</del> <del>/r/</del> <del>/a/</del> <del>/k/</del>	<u>0</u> /4

Situation	How to score			
Omissions	A sound is incorrect if the student omits the sound, but the sound is left unmarked.			
	Word	Student Says	Scoring Procedure	Correct Segments
	track	“tr...” (3 seconds)	<u>/t/</u> /r/ /a/ /k/	<u>1</u> /4
bet	“b... t”	<u>/b/</u> /e/ <u>/t/</u>	<u>2</u> /3	

### PSF Fidelity of Administration

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

## Nonsense Word Fluency (NWF)

**Applicable grades:** Beginning of kindergarten through end of third grade.

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

**Uses:** Benchmark and risk assessment; progress monitoring.

### Materials

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

### Administration

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

**Look at this word.**

(point to first word on the practice form)

**It's a make-believe word.**

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

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

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

(point to each letter)

**or I can read the whole word "hap."**

(run your finger fast beneath the whole word)

**Your turn to read a make-believe word.**

**Read this word the best you can.**

(point to the word “lum”)

**Make sure you say any sounds you know.**

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

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

**Here are some more make-believe words.**

(point to the student form)

**Start here**

(point to the first nonsense word)

**and go across the page**

(point across the page)

**When I say “Begin,” read the words the best you can.**

**Point to each letter and tell me the sound or read the whole word.**

**Put your finger on the first word.**

**Ready?**

**Begin.**

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

## Acceptable prompts

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

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

**Keep going.**

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

## Discontinue rules

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

**Discontinue Benchmark Assessments Rule.** For middle of kindergarten only, if student does not get any sounds correct in the first 5 words, discontinue NWF and any further benchmark

assessments for that time of year (i.e., WRF). At all other times of year, benchmark assessment continues regardless of NWF score.

## Scoring rules

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

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

Situation	How to score															
<b>Sounds followed by word</b>	When a student sounds out a nonsense word and then blends it, underline the individual letters and then the nonsense word as a whole and score a 3 for CLS and a 1 for WRC.															
	<table border="1"> <thead> <tr> <th>Word</th> <th>Student Says</th> <th>Scoring Procedure</th> <th>Score CLS</th> <th>WRC</th> </tr> </thead> <tbody> <tr> <td>rab</td> <td>"/r/.../a/...rab"</td> <td><u>/r/</u> /a/ /b/</td> <td><u>3</u>/3</td> <td><u>1</u>/1</td> </tr> <tr> <td>mot</td> <td>"/m/.../o/.../t/...mot"</td> <td><u>/m/</u> /o/ /t/</td> <td><u>3</u>/3</td> <td><u>1</u>/1</td> </tr> </tbody> </table>	Word	Student Says	Scoring Procedure	Score CLS	WRC	rab	"/r/.../a/...rab"	<u>/r/</u> /a/ /b/	<u>3</u> /3	<u>1</u> /1	mot	"/m/.../o/.../t/...mot"	<u>/m/</u> /o/ /t/	<u>3</u> /3	<u>1</u> /1
Word	Student Says	Scoring Procedure	Score CLS	WRC												
rab	"/r/.../a/...rab"	<u>/r/</u> /a/ /b/	<u>3</u> /3	<u>1</u> /1												
mot	"/m/.../o/.../t/...mot"	<u>/m/</u> /o/ /t/	<u>3</u> /3	<u>1</u> /1												

Situation	How to score
-----------	--------------

**Repeated sounds**

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

Word	Student Says	Scoring Procedure	Score CLS	WRC
rab	“r...a...ab”	<u>/r/</u> / <u>/a/</u> / <u>/b/</u>	<u>3</u> /3	<u>0</u> /1
mot	“m...o...t...mo...t”	<u>/m/</u> / <u>/o/</u> / <u>/t/</u>	<u>3</u> /3	<u>0</u> /1

**Partially correct responses**

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

Word	Student Says	Scoring Procedure	Score CLS	WRC
rab	“r...ay...b”	<u>/r/</u> / <del>/a/</del> / <u>/b/</u>	<u>2</u> /3	<u>0</u> /1
rab	“rayb”	<u>/r/</u> / <del>/a/</del> / <u>/b/</u>	<u>2</u> /3	<u>0</u> /1
nar	“n...er”	<u>/n/</u> / <del>/e/</del> /	<u>1</u> /2	<u>0</u> /1
nar	“ner”	<u>/n/</u> / <del>/e/</del> /	<u>1</u> /2	<u>0</u> /1

Situation	How to score
-----------	--------------

Sounds out of order

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

Word	Student Says	Scoring Procedure	Score	
			CLS	WRC
mot	“t...o...m”	<del>/m/</del> / <u>o</u> / <del>/t/</del>	<u>1</u> /3	<u>0</u> /1
mot	“to...om...tom”	<del>/m/</del> / <u>o</u> / / <del>t/</del>	<u>1</u> /3	<u>0</u> /1
mot	“tom”	<del>/m/</del> / <u>o</u> / / <del>t/</del>	<u>1</u> /3	<u>0</u> /1
mot	“mob”	<u>/m/</u> / <u>o</u> / / <del>t/</del>	<u>2</u> /3	<u>0</u> /1
ag	“ga”	<del>/g/</del> / <del>a/</del>	<u>0</u> /2	<u>0</u> /1

Situation	How to score
-----------	--------------

**Inserted Sounds**

Inserted sounds are not counted against the CLS score but would result in a score of 0 for WRC. This is true whether the insertion is in the beginning, middle or end of a word. For example, if the word is 'com' and the student said 'scom' they would score 3 for CLS and 0 for WRC. If the student is reading whole words, underline the word and include a vertical line where the sound is inserted.

An exception to this rule applies when a sound could legitimately be added based on other reasonable pronunciations. In this case a student could receive credit for WRC, even with a sound inserted. For example, the /oo/ sound in words with a long 'U' can be pronounced with or without an additional /y/ sound, as in the difference between 'dune' and 'cute'. Either pronunciation is acceptable and students are not penalized for adding a /y/. Sometimes these exceptions are a result of dialect. For example, with the word-ending 'olk' the 'l' is pronounced in some parts of the country and is silent in other parts of the country. If a student inserts the /l/ sound they would receive full credit for both CLS and WRC.

Word	Student Says	Scoring Procedure	Score	
			CLS	WRC
com	"scom"	<u>/c/ /o/ /m/</u>	3/3	0/1
com	"crom"	<u>/c/</u>   <u>/o/ /m/</u>	3/3	0/1
hume	"hoom"	<u>/h/ /oo/ /m/</u>	3/3	1/1
hume	"hyoom"	<u>/h/ /oo/ /m/</u>	3/3	1/1
rolk	"roke"	<u>/r/ /O/ /k/</u>	3/3	1/1
rolk	"rolk"	<u>/r/ /O/ /k/</u>	3/3	1/1

Situation	How to score
-----------	--------------

**R-Controlled Vowels**

Vowels followed by an 'r' are counted as one phoneme. However, if a student separates the vowel sound from the /r/ sound, they are not penalized, as long as this does not substantially distort the sound made by the r-controlled vowel. For example, the word 'nar' has two sounds: /n/ and /ar/. If a student said "n...ah...r" they would still score 2 for CLS and 0 for WRC.

Word	Student Says	Scoring Procedure	Score CLS	WRC
nar	"n...ar"	<u>/n/</u> <u>/ar/</u>	<u>2/2</u>	<u>0/1</u>
nar	"n...ah...r"	<u>/n/</u> <u>/ar/</u>	<u>2/2</u>	<u>0/1</u>
nair	"n...air"	<u>/n/</u> <u>/air/</u>	<u>2/2</u>	<u>0/1</u>
nair	"n...aye...r"	<u>/n/</u> <u>/air/</u>	<u>2/2</u>	<u>0/1</u>

**Omissions**

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

### NWF Fidelity of Administration

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

## Word Reading Fluency (WRF)

**Applicable grades:** Beginning of kindergarten through end of third grade.

**Objective:** Student reads sight words for 60 seconds.

**Uses:** Benchmark and risk assessment; progress monitoring.

### Materials

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

### Administration

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

**Please read from this list of words.**

(point to the student form)

**Start here**

(point to the first word)

**and go across the page.**

(point across the page)

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

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

**Put your finger on the first word.**

### **Ready?**

### **Begin.**

4. Start the timer when student says first word.
5. Follow along in the Scoring Booklet. As the student provides responses, put a slash (/) through each word read incorrectly. See Acceptable Prompts and Scoring Rules for more details.
6. At the end of 60 seconds, place a bracket (]) after the last word read and say, **“Stop.”**

## **Acceptable prompts**

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

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

### **Keep going.**

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

## **Discontinue rules**

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

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

## **Scoring Rules**

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

---

**Correct responses**

Do not mark correct items on the scoring book.

<b>Incorrect responses</b>	Put a slash (/) through words produced incorrectly.
<b>Self-corrections</b>	If a student makes an error and corrects it within 3 seconds, write "SC" above the word and score it as correct.

Situation	How to score
-----------	--------------

<b>Sounded out words</b>	If a word is sounded out without blending, it is incorrect. If a word is sounded out and then blended, it is correct.			
	Words	Student Says	Scoring Procedure	Score
	joy draw cloud	"/j/ /oy/ draw cloud"	<del>joy</del> draw cloud	<u>2</u> /3
joy draw cloud	"/j/ /oy/ joy draw cloud"	joy draw cloud	<u>3</u> /3	

<b>Word order</b>	Words read correctly but in the wrong order are scored as incorrect.			
	Words	Student Says	Scoring Procedure	Score
	joy draw cloud	"joy cloud draw"	joy <del>draw</del> <del>cloud</del>	<u>1</u> /3

<b>Omissions</b>	A word is incorrect if the student skips the word. If the student skips an entire line, cross out the line and record a score of 0 for that line.
------------------	---

### WRF Fidelity of Administration

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

## Oral Reading Fluency (ORF)

**Applicable grades:** Beginning of first grade through end of eighth grade.

**Objective:** Student reads a passage aloud for 60 seconds.

**Uses:** Benchmark and risk assessment; progress monitoring.

### Materials

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

### Administration

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

**Please read this**

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

**out loud.**

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

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

**Start here**

(point to the first word of the passage).

**Ready?**

### **Begin.**

4. Start the timer when the student says the first word of the passage. Do NOT count the title. If the student fails to say the first word after 3 seconds, tell the student the word and mark it as incorrect, then start the timer.
5. Follow along in the Scoring Booklet. As the student provides responses, put a slash (/) through each word read incorrectly. See Acceptable Prompts and Scoring Rules for more details.
6. At the end of 60 seconds, place a bracket (]) after the last word read and say, **“Stop.”**

### **Acceptable prompts**

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

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

The maximum time for each word is 3 seconds.

### **Discontinue rules**

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

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

### **Scoring rules**

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

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

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

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

Situation	How to score
-----------	--------------

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

Passage	Student Says	Scoring Procedure	Score
I have a dog.	“I have a new dog.”	I have a dog.	<u>4</u> /4
The walk was fun.	“The walk was really fun.”	The walk was fun.	<u>4</u> /4

**Repetitions**      Words that are repeated are not scored as incorrect so long as they are read correctly. They are treated as insertions and ignored in scoring.

Passage	Student Says	Scoring Procedure	Score
I have a dog.	“I have a ... I have a dog.”	I have a dog.	<u>4</u> /4

Situation	How to score
-----------	--------------

**Sounded out words** A word is scored as incorrect if it is sounded out correctly but not blended. If it is blended, it is scored as correct.

Passage	Student Says	Scoring Procedure	Score
We like to read.	"We like to rrrr ... eeee ... d read."	We like to read.	<u>4</u> /4
We like to read.	"We like to rrrr ... eeee ... d."	We like to <del>read</del> .	<u>3</u> /4

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

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

Situation	How to score
-----------	--------------

**Mispronounced words** A word is scored as incorrect if it is pronounced incorrectly in the context of the sentence.

Passage	Student Says	Scoring Procedure	Score
We like to read.	"We like to red."	We like to <del>red</del> .	<u>3</u> / 4

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

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

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

### ORF Fidelity of Administration

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