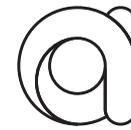


grade K



acadience<sup>™</sup>  
reading

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

# Benchmark Assessment

## Kindergarten Scoring Booklet

	1 Beginning	2 Middle	3 End
Date			
FSF			
LNF			
PSF			
NWF		CLS	CLS
		WWR	WWR

Dynamic Measurement Group  
 859 Willamette Street, Suite 320  
 Eugene, Oregon 97401  
<http://acadiencelearning.org/>



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# 1 Acadience First Sound Fluency

## Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

- Practice item #1) **Listen to me say this word, “man.” The first sound that you hear in the word “man” is /mmm/. Listen. /mmm/. “Man.” What is the first sound you hear in the word “man”?**

Correct response /mmm/ or /ma/	<b>Good. /mmm/ is the first sound in “man.”</b>			(Present practice item #2.)
Incorrect response Student does not respond within 3 seconds or responds incorrectly	<b>/mmm/ is the first sound you hear in the word “man.” Listen. /mmm/. “Man.” Say it with me. /mmm/. Let’s try it again. What is the first sound you hear in the word “man”?</b>	Correct response	<b>Good.</b>	(Present practice item #2.)
		Incorrect response	<b>/mmm/. Say /mmm/.</b>	Correct <b>Good.</b> (Present practice item #2.)
				Incorrect <b>Okay.</b> (Present practice item #2.)

- Practice item #2) **Listen to me say another word, “moon.” What is the first sound you hear in the word “moon”?**

Correct response /mmm/ or /moo/	<b>Good. /mmm/ is the first sound in “moon.”</b>			(Present practice item #3.)
Incorrect response Student does not respond within 3 seconds or responds incorrectly	<b>/mmm/ is the first sound you hear in the word “moon.” Listen. /mmm/. “Moon.” Say it with me. /mmm/. Let’s try it again. What is the first sound you hear in the word “moon”?</b>	Correct response	<b>Good.</b>	(Present practice item #3.)
		Incorrect response	<b>/mmm/. Say /mmm/.</b>	Correct <b>Good.</b> (Present practice item #3.)
				Incorrect <b>Okay.</b> (Present practice item #3.)

- Go to the next page.

# 3 Acadience Nonsense Word Fluency

## Grade K/Benchmark 3

	CLS	WWR
► b i m f u v o b v e f t a m	/14 (14)	
p e z n i f v o b a z n u f	/14 (28)	
y e z b u p z a b k o b s i v	/15 (43)	
e l p i v z u m k o m d a s	/14 (57)	
a f v i n b o n k u b k e z	/14 (71)	
m i n y o z h e b s a v v u d	/15 (86)	
l i b o v y a n n e j l u c	/14 (100)	
r o g k u z w i m r e l a l	/14 (114)	
r o k m e j w i j l a n z u g	/15 (129)	
v o p u b k e j n i k p a k	/14 (143)	

Total Correct Letter Sounds (CLS): \_\_\_\_\_

Total Whole Words Read (WWR): \_\_\_\_\_

### NWF Response Patterns:

- Says correct sounds out of order (sound-by-sound)
- Makes random errors
- Says correct sounds, does not recode
- Says correct sounds, recodes out of order
- Says correct sounds, recodes with incorrect sound(s)
- Says correct sounds and correctly recodes
- Doesn't track correctly
- Tries to turn nonsense words into real words
- Makes consistent errors on specific letter sound(s)
- Other

### 3 Acadience Nonsense Word Fluency

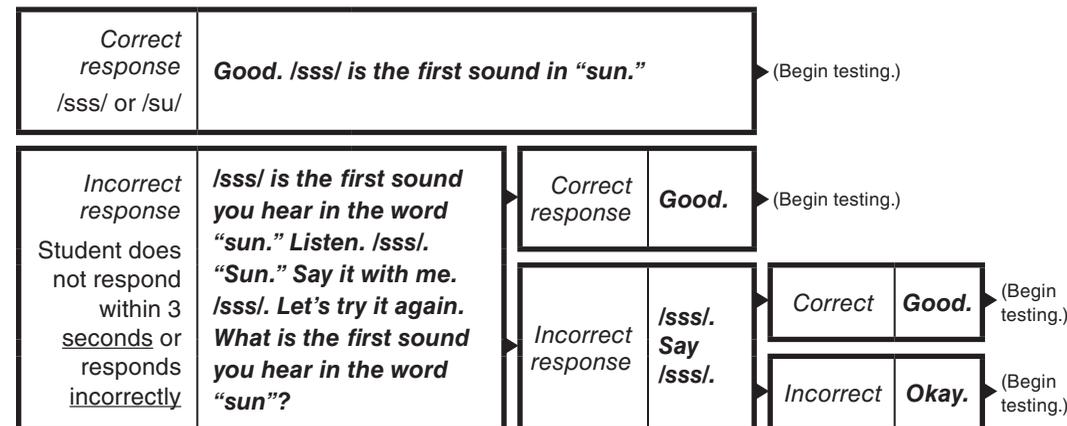
Directions continued

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound. If the student responds with whole words, allow 3 seconds, then provide the correct word.
<b>Discontinue</b>	If the student has no correct letter sounds in the first line, say <b>Stop</b> and record a score of 0.
<b>Reminders</b>	If the student does not read from left to right, say <b>Go this way</b> . (Sweep your finger across the row.) (Allowed one time.) If the student says letter names, say <b>Say the sounds, not the letter names</b> . (Allowed one time.) If the student reads the word first, then says the letter sounds, say <b>Just read the word</b> . (Allowed one time.) If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say <b>Try to read the words as whole words</b> . If the student stops (and it's not a hesitation on a specific item), say <b>Keep going</b> . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

### 1 Acadience First Sound Fluency

Directions continued

- ▶ Practice item #3) **Let's try another word, "sun."** (Wait up to 3 seconds for student to respond.) If the student does not respond, ask, **What is the first sound you hear in the word "sun"?**



- ▶ Begin testing. **Now I am going to say more words. You tell me the first sound you hear in the word.** Say the first word from the list in the scoring booklet.

<b>Timing</b>	1 minute. Start your stopwatch after saying the first test item.
<b>Wait</b>	If the student does not respond within 3 seconds on a word, mark a slash ( / ) through the zero and say the next word.
<b>Discontinue</b>	If no sounds are correct in the first five words, discontinue and record a score of 0.
<b>Reminders</b>	If you think the student may have forgotten the task, say <b>Remember to tell me the first sound that you hear in the word</b> . Immediately say the next word. (Repeat as often as needed.) If the student says the name of the letter, say <b>Remember to tell me the first sound in the word, not the letter name</b> . Immediately say the next word. (Allowed one time.)

# 1 Acadience First Sound Fluency

Grade K/Benchmark 1

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. laughed	/l/	/la/	0
2. pine	/p/	/pie/	0
3. skirt	/s/	/sk/ /sker/	0
4. flag	/f/	/fl/ /fla/	0
5. rang	/r/	/ra/	0
6. crow	/k/	/kr/	0
7. hide	/h/	/hie/	0
8. blame	/b/	/bl/ /blai/	0
9. deck	/d/	/de/	0
10. crab	/k/	/kr/ /kra/	0
11. bright	/b/	/br/ /brie/	0
12. knock	/n/	/no/	0
13. trash	/t/	/tr/ /tra/	0
14. list	/l/	/li/	0
15. spring	/s/	/sp/ /spr/ /spri/	0
16. chief	/ch/	/chea/	0
17. grand	/g/	/gr/ /gra/	0
18. sweat	/s/	/sw/ /swe/	0
19. shelf	/sh/	/she/	0
20. heard	/h/	/her/	0
21. crisp	/k/	/kr/ /kri/	0
22. plow	/p/	/pl/	0
23. hat	/h/	/ha/	0
24. sad	/s/	/sa/	0
25. swan	/s/	/sw/ /swo/	0
26. voice	/v/	/voy/	0
27. grapes	/g/	/gr/ /grai/	0
28. shell	/sh/	/she/	0
29. top	/t/	/to/	0
30. steal	/s/	/st/ /stea/	0

2-pt responses: \_\_\_\_\_

x 2: \_\_\_\_\_ + 1-pt responses: \_\_\_\_\_ = Total: \_\_\_\_\_

# 3 Acadience Nonsense Word Fluency

Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

► **We are going to read some make-believe words. Listen. This word is “sog.”** (Run your finger under the word as you say it.) **The sounds are /s/ /o/ /g/** (point to each letter). **Your turn. Read this make-believe word** (point to the word “mip”). **If you can’t read the whole word, tell me any sounds you know.**

Correct Whole Word Read mip	<b>Very good reading the word “mip.”</b>	(Begin testing.)
Correct Letter Sounds Any other response with all the correct letter sounds	<b>Very good. /m/ /i/ /p/</b> (point to each letter) <b>or “mip”</b> (run your finger under the word as you say it).	(Begin testing.)
Incorrect response No response within 3 seconds, or response includes any errors	<b>Listen. /m/ /i/ /p/ or “mip.”</b> (Run your finger under the letters as you say the sounds.) <b>Your turn. Read this make-believe word.</b> (Point to the word “mip.”) <b>If you can’t read the whole word, tell me any sounds you know.</b>	Correct response <b>Very good.</b> (Begin testing.)
		Incorrect response <b>Okay.</b> (Begin testing.)

► Begin testing. **I would like you to read more make-believe words. Do your best reading. If you can’t read the whole word, tell me any sounds you know.** (Place the student copy in front of the student.) **Put your finger under the first word. Ready, begin.**

### 3 Acadience Phoneme Segmentation Fluency

Grade K/Benchmark 3

Score

▶ cave /k/ /ai/ /v/	take /t/ /ai/ /k/	holes /h/ /oa/ /l/ /z/	wake /w/ /ai/ /k/	<input type="text"/> /13
sides /s/ /ie/ /d/ /z/	hat /h/ /a/ /t/	world /w/ /er/ /l/ /d/	sick /s/ /i/ /k/	<input type="text"/> /14
match /m/ /a/ /ch/	told /t/ /oa/ /l/ /d/	wife /w/ /ie/ /f/	own /oa/ /n/	<input type="text"/> /12
clock /k/ /l/ /o/ /k/	bush /b/ /uu/ /sh/	goose /g/ /oo/ /s/	played /p/ /l/ /ai/ /d/	<input type="text"/> /14
will /w/ /i/ /l/	stopped /s/ /t/ /o/ /p/ /t/	bus /b/ /u/ /s/	look /l/ /uu/ /k/	<input type="text"/> /14
head /h/ /e/ /d/	shelf /sh/ /e/ /l/ /f/	like /l/ /ie/ /k/	near /n/ /i/ /r/	<input type="text"/> /13

Total: \_\_\_\_\_

#### PSF Response Patterns:

- Repeats word
- Makes random errors
- Says initial sound only
- Says onset rime
- Does not segment blends
- Adds sounds
- Makes consistent errors on specific sound(s)
- Other

### 1 Acadience Letter Naming Fluency

#### Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

- ▶ **I am going to show you some letters. I want you to point to each letter and say its name.** (Put the page of letters in front of the student.)
- ▶ Begin testing. **Start here** (point to the first letter at the top of the page). **Go this way** (sweep your finger across the first two rows of letters) **and say each letter name. Put your finger under the first letter** (point). **Ready, begin.**

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If the student does not name a letter within 3 seconds, mark a slash ( / ) through the letter and say the correct letter name.
<b>Discontinue</b>	If no letters are named correctly in the first row, say <b>Stop</b> and record a score of 0.
<b>Reminders</b>	<p>If the student names letters from top to bottom, or points to letters randomly, say <b>Go this way</b>. (Sweep your finger across the row.) (Allowed one time.)</p> <p>If the student skips four or more consecutive letters, say <b>Try to say each letter name</b>. (Allowed one time.)</p> <p>If the student says letter sounds, say <b>Say the letter name, not its sound</b>. (Allowed one time.)</p> <p>If the student stops (not a hesitation on a specific item), say <b>Keep going</b>. (Repeat as often as needed.)</p> <p>If the student loses his/her place, point. (Repeat as often as needed.)</p>

# 1 Acadience Letter Naming Fluency

Grade K/Benchmark 1

▶ s J z v e X T t V D

f F W Q P q l c O o

R n B w g E d u p y

S m x L k Z a Y H j

i K U M G r A N h C

I b S F f u L A m B

V T Y G e W E a N X

l b M C q z P x i Q

g J O s d Z K o v j

D t h w R U c r I k

n H y p s J z v e X

Total Correct: \_\_\_\_\_

LNF Response Patterns:

- |  |  |
|--|--|
| <input type="checkbox"/> Makes random errors                           | <input type="checkbox"/> Doesn't track correctly |
| <input type="checkbox"/> Makes consistent errors on specific letter(s) | <input type="checkbox"/> Other                   |
| <input type="checkbox"/> Says letter sound instead of letter name      |  |

# 3 Acadience Phoneme Segmentation Fluency

Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

▶ **We are going to say the sounds in words. Listen to me say all the sounds in the word “fan.” /f/ /a/ /n/. Listen to another word, (pause) “jump.” /j/ /u/ /m/ /p/. Your turn. Say all the sounds in “soap.”**

Correct response /s/ /oa/ /p/	<b>Very good saying all the sounds in “soap.”</b>	(Begin testing.)						
Incorrect response anything other than /s/ /oa/ /p/	<b>I said “soap,” so you say /s/ /oa/ /p/. Your turn. Say all the sounds in “soap.”</b>	<table border="1"> <tr> <td>Correct response</td> <td><b>Good.</b></td> <td>(Begin testing.)</td> </tr> <tr> <td>Incorrect response</td> <td><b>Okay.</b></td> <td>(Begin testing.)</td> </tr> </table>	Correct response	<b>Good.</b>	(Begin testing.)	Incorrect response	<b>Okay.</b>	(Begin testing.)
Correct response	<b>Good.</b>	(Begin testing.)						
Incorrect response	<b>Okay.</b>	(Begin testing.)						

▶ Begin testing. **I am going to say more words. I will say the word, and you say all the sounds in the word.** (Say the first word from the list in the scoring booklet.)

<b>Timing</b>	1 minute. Start your stopwatch after saying the first test item.
<b>Wait</b>	If the student does not respond within 3 seconds, say the next word.
<b>Discontinue</b>	If no sound segments are correct in the first five words, discontinue and record a score of 0.
<b>Reminders</b>	<p>If the student spells the word, say <b>Say the sounds in the word.</b> Immediately say the next word. (Allowed one time.)</p> <p>If the student repeats the word, say <b>Remember to say all the sounds in the word.</b> Immediately say the next word. (Allowed one time.)</p>

### 3 Acadience Letter Naming Fluency

Grade K/Benchmark 3

G A u b p x w R W f  
 Q E v L e k J I M c  
 y r a D I d B z Z H  
 q n P O t i S C h T  
 g F U o X V N m K j  
 s Y D Y h c p y C n  
 t E d A U L v F o X  
 i J V Q w a x k e I  
 B b T P r O M q s W  
 R g z H f Z j G I K  
 N m u S G A u b p x

Total Correct: \_\_\_\_\_

LNF Response Patterns:

- |  |  |
|--|--|
| <input type="checkbox"/> Makes random errors                           | <input type="checkbox"/> Doesn't track correctly |
| <input type="checkbox"/> Makes consistent errors on specific letter(s) | <input type="checkbox"/> Other                   |
| <input type="checkbox"/> Says letter sound instead of letter name      |  |

### 2 Acadience First Sound Fluency

Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

► Practice item #1) **Listen to me say this word, "man." The first sound that you hear in the word "man" is /mmm/. Listen. /mmm/. "Man." What is the first sound you hear in the word "man"?**

Correct response /mmm/ or /ma/	<b>Good. /mmm/ is the first sound in "man."</b>	(Present practice item #2.)												
Incorrect response Student does not respond within 3 seconds or responds incorrectly	<b>/mmm/ is the first sound you hear in the word "man." Listen. /mmm/. "Man." Say it with me. /mmm/. Let's try it again. What is the first sound you hear in the word "man"?</b>	<table border="1"> <tr> <td>Correct response</td> <td><b>Good.</b></td> <td>(Present practice item #2.)</td> </tr> <tr> <td>Incorrect response</td> <td><b>/mmm/. Say /mmm/.</b></td> <td> <table border="1"> <tr> <td>Correct</td> <td><b>Good.</b></td> <td>(Present practice item #2.)</td> </tr> <tr> <td>Incorrect</td> <td><b>Okay.</b></td> <td>(Present practice item #2.)</td> </tr> </table> </td> </tr> </table>	Correct response	<b>Good.</b>	(Present practice item #2.)	Incorrect response	<b>/mmm/. Say /mmm/.</b>	<table border="1"> <tr> <td>Correct</td> <td><b>Good.</b></td> <td>(Present practice item #2.)</td> </tr> <tr> <td>Incorrect</td> <td><b>Okay.</b></td> <td>(Present practice item #2.)</td> </tr> </table>	Correct	<b>Good.</b>	(Present practice item #2.)	Incorrect	<b>Okay.</b>	(Present practice item #2.)
Correct response	<b>Good.</b>	(Present practice item #2.)												
Incorrect response	<b>/mmm/. Say /mmm/.</b>	<table border="1"> <tr> <td>Correct</td> <td><b>Good.</b></td> <td>(Present practice item #2.)</td> </tr> <tr> <td>Incorrect</td> <td><b>Okay.</b></td> <td>(Present practice item #2.)</td> </tr> </table>	Correct	<b>Good.</b>	(Present practice item #2.)	Incorrect	<b>Okay.</b>	(Present practice item #2.)						
Correct	<b>Good.</b>	(Present practice item #2.)												
Incorrect	<b>Okay.</b>	(Present practice item #2.)												

► Practice item #2) **Listen to me say another word, "moon." What is the first sound you hear in the word "moon"?**

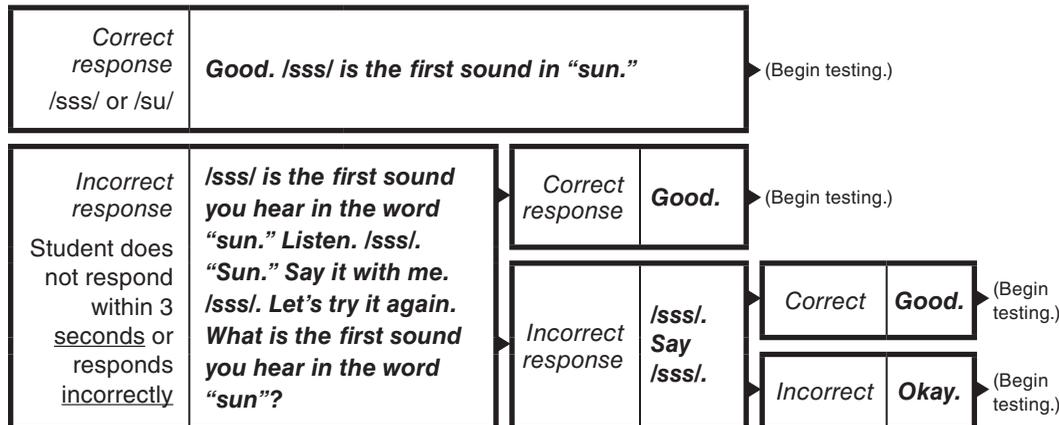
Correct response /mmm/ or /moo/	<b>Good. /mmm/ is the first sound in "moon."</b>	(Present practice item #3.)												
Incorrect response Student does not respond within 3 seconds or responds incorrectly	<b>/mmm/ is the first sound you hear in the word "moon." Listen. /mmm/. "Moon." Say it with me. /mmm/. Let's try it again. What is the first sound you hear in the word "moon"?</b>	<table border="1"> <tr> <td>Correct response</td> <td><b>Good.</b></td> <td>(Present practice item #3.)</td> </tr> <tr> <td>Incorrect response</td> <td><b>/mmm/. Say /mmm/.</b></td> <td> <table border="1"> <tr> <td>Correct</td> <td><b>Good.</b></td> <td>(Present practice item #3.)</td> </tr> <tr> <td>Incorrect</td> <td><b>Okay.</b></td> <td>(Present practice item #3.)</td> </tr> </table> </td> </tr> </table>	Correct response	<b>Good.</b>	(Present practice item #3.)	Incorrect response	<b>/mmm/. Say /mmm/.</b>	<table border="1"> <tr> <td>Correct</td> <td><b>Good.</b></td> <td>(Present practice item #3.)</td> </tr> <tr> <td>Incorrect</td> <td><b>Okay.</b></td> <td>(Present practice item #3.)</td> </tr> </table>	Correct	<b>Good.</b>	(Present practice item #3.)	Incorrect	<b>Okay.</b>	(Present practice item #3.)
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Correct	<b>Good.</b>	(Present practice item #3.)												
Incorrect	<b>Okay.</b>	(Present practice item #3.)												

► Go to the next page.

## 2 Acadience First Sound Fluency

Directions continued

- Practice item #3) **Let's try another word, "sun."** (Wait up to 3 seconds for student to respond.) If the student does not respond, ask, **What is the first sound you hear in the word "sun"?**



- Begin testing. **Now I am going to say more words. You tell me the first sound you hear in the word.** Say the first word from the list in the scoring booklet.

<b>Timing</b>	1 minute. Start your stopwatch after saying the first test item.
<b>Wait</b>	If the student does not respond within 3 seconds on a word, mark a slash ( / ) through the zero and say the next word.
<b>Discontinue</b>	If no sounds are correct in the first five words, discontinue and record a score of 0.
<b>Reminders</b>	<p>If you think the student may have forgotten the task, say <b>Remember to tell me the first sound that you hear in the word.</b> Immediately say the next word. (Repeat as often as needed.)</p> <p>If the student says the name of the letter, say <b>Remember to tell me the first sound in the word, not the letter name.</b> Immediately say the next word. (Allowed one time.)</p>

## 3 Acadience Letter Naming Fluency

Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

- **I am going to show you some letters. I want you to point to each letter and say its name.** (Put the page of letters in front of the student.)
- Begin testing. **Start here** (point to the first letter at the top of the page). **Go this way** (sweep your finger across the first two rows of letters) **and say each letter name. Put your finger under the first letter** (point). **Ready, begin.**

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If the student does not name a letter within 3 seconds, mark a slash ( / ) through the letter and say the correct letter name.
<b>Discontinue</b>	If no letters are named correctly in the first row, say <b>Stop</b> and record a score of 0.
<b>Reminders</b>	<p>If the student names letters from top to bottom, or points to letters randomly, say <b>Go this way.</b> (Sweep your finger across the row.) (Allowed one time.)</p> <p>If the student skips four or more consecutive letters, say <b>Try to say each letter name.</b> (Allowed one time.)</p> <p>If the student says letter sounds, say <b>Say the letter name, not its sound.</b> (Allowed one time.)</p> <p>If the student stops (not a hesitation on a specific item), say <b>Keep going.</b> (Repeat as often as needed.)</p> <p>If the student loses his/her place, point. (Repeat as often as needed.)</p>

## 2 Acadience Nonsense Word Fluency

Grade K/Benchmark 2

	CLS	WWR
▶ s u t k i z e s j a l d o s	<input type="text" value="/14 (14)"/>	<input type="text"/>
l a v m u k v o s i j h e p	<input type="text" value="/14 (28)"/>	<input type="text"/>
j o v k u l j i t l e s l a j	<input type="text" value="/15 (43)"/>	<input type="text"/>
i m r o v v a k n e l h u s	<input type="text" value="/14 (57)"/>	<input type="text"/>
i p v u f f e s h a n d o v	<input type="text" value="/14 (71)"/>	<input type="text"/>
t o f y a j l e c s i j y u c	<input type="text" value="/15 (86)"/>	<input type="text"/>
f i f u z w a b t o z b e p	<input type="text" value="/14 (100)"/>	<input type="text"/>
s o c n e z v u g f a k i c	<input type="text" value="/14 (114)"/>	<input type="text"/>
r u c n a v j o j k e p j i d	<input type="text" value="/15 (129)"/>	<input type="text"/>
j i l a p r e z f u m d o l	<input type="text" value="/14 (143)"/>	<input type="text"/>

Total Correct Letter Sounds (CLS): \_\_\_\_\_

Total Whole Words Read (WWR): \_\_\_\_\_

### NWF Response Patterns:

- |   |  |
|---|--|
| <input type="checkbox"/> Says correct sounds out of order (sound-by-sound)    | <input type="checkbox"/> Doesn't track correctly                             |
| <input type="checkbox"/> Makes random errors                                  | <input type="checkbox"/> Tries to turn nonsense words into real words        |
| <input type="checkbox"/> Says correct sounds, does not recode                 | <input type="checkbox"/> Makes consistent errors on specific letter sound(s) |
| <input type="checkbox"/> Says correct sounds, recodes out of order            | <input type="checkbox"/> Other   |
| <input type="checkbox"/> Says correct sounds, recodes with incorrect sound(s) |  |
| <input type="checkbox"/> Says correct sounds and correctly recodes            |  |

## 2 Acadience First Sound Fluency

Grade K/Benchmark 2

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. land	/l/	/la/	0
2. gift	/g/	/gi/	0
3. snail	/s/	/sn/ /snai/	0
4. stove	/s/	/st/ /stoa/	0
5. mild	/m/	/mie/	0
6. stream	/s/	/st/ /str/ /strea/	0
7. pairs	/p/	/pe/	0
8. flare	/f/	/fl/ /fle/	0
9. peace	/p/	/pea/	0
10. sly	/s/	/sl/	0
11. plate	/p/	/pl/ /plai/	0
12. thank	/th/	/tha/	0
13. sweet	/s/	/sw/ /swea/	0
14. life	/l/	/lie/	0
15. blank	/b/	/bl/ /bla/	0
16. doll	/d/	/do/	0
17. sling	/s/	/sl/ /sli/	0
18. stairs	/s/	/st/ /ste/	0
19. knees	/n/	/nea/	0
20. peek	/p/	/pea/	0
21. cream	/k/	/kr/ /krea/	0
22. clang	/k/	/kl/ /kla/	0
23. bag	/b/	/ba/	0
24. ride	/r/	/rie/	0
25. fruit	/f/	/fr/ /froo/	0
26. porch	/p/	/por/	0
27. flour	/f/	/fl/ /flow/	0
28. race	/r/	/rai/	0
29. chin	/ch/	/chi/	0
30. steam	/s/	/st/ /stea/	0

2-pt responses: \_\_\_\_\_

x 2: \_\_\_\_\_ + 1-pt responses: \_\_\_\_\_ = Total: \_\_\_\_\_

## 2 Acadience Letter Naming Fluency

### Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

- ▶ **I am going to show you some letters. I want you to point to each letter and say its name.**  
(Put the page of letters in front of the student.)
- ▶ Begin testing. **Start here** (point to the first letter at the top of the page). **Go this way** (sweep your finger across the first two rows of letters) **and say each letter name. Put your finger under the first letter** (point). **Ready, begin.**

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If the student does not name a letter within 3 seconds, mark a slash ( / ) through the letter and say the correct letter name.
<b>Discontinue</b>	If no letters are named correctly in the first row, say <b>Stop</b> and record a score of 0.
<b>Reminders</b>	<p>If the student names letters from top to bottom, or points to letters randomly, say <b>Go this way</b>. (Sweep your finger across the row.) (Allowed one time.)</p> <p>If the student skips four or more consecutive letters, say <b>Try to say each letter name</b>. (Allowed one time.)</p> <p>If the student says letter sounds, say <b>Say the letter name, not its sound</b>. (Allowed one time.)</p> <p>If the student stops (not a hesitation on a specific item), say <b>Keep going</b>. (Repeat as often as needed.)</p> <p>If the student loses his/her place, point. (Repeat as often as needed.)</p>

## 2 Acadience Nonsense Word Fluency

### Directions continued

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	<p>If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound.</p> <p>If the student responds with whole words, allow 3 seconds, then provide the correct word.</p>
<b>Discontinue</b>	If the student has no correct letter sounds in the first line, say <b>Stop</b> and record a score of 0.
<b>Reminders</b>	<p>If the student does not read from left to right, say <b>Go this way</b>. (Sweep your finger across the row.) (Allowed one time.)</p> <p>If the student says letter names, say <b>Say the sounds, not the letter names</b>. (Allowed one time.)</p> <p>If the student reads the word first, then says the letter sounds, say <b>Just read the word</b>. (Allowed one time.)</p> <p>If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say <b>Try to read the words as whole words</b>.</p> <p>If the student stops (and it's not a hesitation on a specific item), say <b>Keep going</b>. (Repeat as often as needed.)</p> <p>If the student loses his/her place, point. (Repeat as often as needed.)</p>

## 2 Acadience Nonsense Word Fluency

### Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

- **We are going to read some make-believe words. Listen. This word is “sog.”** (Run your finger under the word as you say it.) **The sounds are /s/ /o/ /g/** (point to each letter). **Your turn. Read this make-believe word** (point to the word “mip”). **If you can’t read the whole word, tell me any sounds you know.**

Correct Whole Word Read mip	<b>Very good reading the word “mip.”</b>	(Begin testing.)
Correct Letter Sounds Any other response with all the correct letter sounds	<b>Very good. /m/ /i/ /p/</b> (point to each letter) <b>or “mip”</b> (run your finger under the word as you say it).	(Begin testing.)
Incorrect response No response within 3 seconds, or response includes any errors	Correct response	<b>Very good.</b> (Begin testing.)
	Incorrect response	<b>Okay.</b> (Begin testing.)

- Begin testing. **I would like you to read more make-believe words. Do your best reading. If you can’t read the whole word, tell me any sounds you know.** (Place the student copy in front of the student.) **Put your finger under the first word. Ready, begin.**

## 2 Acadience Letter Naming Fluency

### Grade K/Benchmark 2

► C R o d y j A g O H  
r Y G N x f a D Z z  
V B T s h k l W b F  
M P u m n S L Q e c  
U q K p E t J i w X  
I v F X U m w H h s  
g L D i N d T S r B  
Q C b y q c o M p E  
O n A P W f G v u a  
I J x z V K Y l e t  
k Z j R C R o d y j

Total Correct: \_\_\_\_\_

LNF Response Patterns:

- |  |  |
|--|--|
| <input type="checkbox"/> Makes random errors                           | <input type="checkbox"/> Doesn't track correctly |
| <input type="checkbox"/> Makes consistent errors on specific letter(s) | <input type="checkbox"/> Other                   |
| <input type="checkbox"/> Says letter sound instead of letter name      |  |

## 2 Acadience Phoneme Segmentation Fluency

### Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

- **We are going to say the sounds in words. Listen to me say all the sounds in the word “fan.” /f/ /a/ /n/. Listen to another word, (pause) “jump.” /j/ /u/ /m/ /p/. Your turn. Say all the sounds in “soap.”**

Correct response /s/ /oa/ /p/	<b>Very good saying all the sounds in “soap.”</b>	(Begin testing.)
Incorrect response anything other than /s/ /oa/ /p/	<b>I said “soap,” so you say /s/ /oa/ /p/. Your turn. Say all the sounds in “soap.”</b>	Correct response <b>Good.</b> (Begin testing.)
		Incorrect response <b>Okay.</b> (Begin testing.)

- Begin testing. **I am going to say more words. I will say the word, and you say all the sounds in the word.** (Say the first word from the list in the scoring booklet.)

<b>Timing</b>	1 minute. Start your stopwatch after saying the first test item.
<b>Wait</b>	If the student does not respond within 3 seconds, say the next word.
<b>Discontinue</b>	If no sound segments are correct in the first five words, discontinue and record a score of 0.
<b>Reminders</b>	If the student spells the word, say <b>Say the sounds in the word.</b> Immediately say the next word. (Allowed one time.)  If the student repeats the word, say <b>Remember to say all the sounds in the word.</b> Immediately say the next word. (Allowed one time.)

## 2 Acadience Phoneme Segmentation Fluency

### Grade K/Benchmark 2

				Score
▶ sack /s/ /a/ /k/	hole /h/ /oa/ /l/	trip /t/ /r/ /i/ /p/	game /g/ /ai/ /m/	<input type="text"/> /13
fox /f/ /o/ /k/ /s/	toes /t/ /oa/ /z/	star /s/ /t/ /ar/	sheep /sh/ /ea/ /p/	<input type="text"/> /13
pine /p/ /ie/ /n/	forth /f/ /or/ /th/	fought /f/ /o/ /t/	which /w/ /i/ /ch/	<input type="text"/> /12
cold /k/ /oa/ /l/ /d/	shout /sh/ /ow/ /t/	bit /b/ /i/ /t/	send /s/ /e/ /n/ /d/	<input type="text"/> /14
would /w/ /uu/ /d/	dreamed /d/ /r/ /ea/ /m/ /d/	red /r/ /e/ /d/	sell /s/ /e/ /l/	<input type="text"/> /14
dug /d/ /u/ /g/	kicked /k/ /i/ /k/ /t/	chin /ch/ /i/ /n/	him /h/ /i/ /m/	<input type="text"/> /13

Total: \_\_\_\_\_

#### PSF Response Patterns:

- Repeats word
- Makes random errors
- Says initial sound only
- Says onset rime
- Does not segment blends
- Adds sounds
- Makes consistent errors on specific sound(s)
- Other