

Transitioning to Acadience Learning Online Workshop

Nonsense Word Fluency (NWF)

acadience reading k–6

Acadience Reading K–6 Measures Assess the Essential Early Literacy and Reading Skills

	Measure	Essential Early Literacy/Reading Skill
FSF	First Sound Fluency	Phonemic Awareness
LNF	Letter Naming Fluency	None (Indicator of Risk)
RAN	Rapid Automatized Naming	None (Indicator of Risk)
PSF	Phoneme Segmentation Fluency	Phonemic Awareness
NWF	Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
ORF	Oral Reading Fluency (includes Retell)	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Maze	Maze	Reading Comprehension
WUF-R*	Word Use Fluency–Revised	Vocabulary and Oral Language

2 *WUF-R is available to research partners from info@acadiencelearning.org

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What Is the Alphabetic Principle?

Part 1:

Alphabetic Understanding: Knowledge of letter-sound correspondences and the understanding that letters represent sounds in spoken words



Part 2:

Phonological Recoding (blending): The use of alphabetic understanding to decode or read unknown words



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What Is Basic Phonics?

Phonics is the system of letter-sound relationships that is the foundation for decoding words in print.

Understanding basic phonics begins with knowing fundamental letter-sound correspondences (i.e., the most common sound for each letter) and applying this knowledge to decode simple words.



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Why Alphabetic Principle and Basic Phonics?

- ▶ Letter-sound knowledge is a prerequisite to decoding words.
- ▶ A primary difference between good and poor readers is the ability to use letter-sound correspondences to read words.
- ▶ Letter-sound knowledge can be taught.
- ▶ Teaching the alphabetic principle and basic phonics leads to gains in reading acquisition/achievement.



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Alphabetic Principle and Basic Phonics Skills

A student who understands the alphabetic principle and has basic phonics skills:

- ▶ Knows the most common sounds for letters of the alphabet
- ▶ Understands that the sounds represented by letters are sounds in spoken words
- ▶ Is able to decode one-syllable V-C (vowel-consonant) and C-V-C (consonant-vowel-consonant) words never before seen



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What Is Nonsense Word Fluency (NWF)?

Nonsense Word Fluency (NWF) is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant and vowel-consonant words.



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Why Nonsense Words?

Why nonsense words?

- ▶ To successfully complete NWF, the student must apply knowledge of letter-sound correspondences to blend sounds and decode unfamiliar words.

Why not real words?

- ▶ A student might read real words as sight words, without applying knowledge and understanding of the alphabetic principle and basic phonics.

Why only V-C and C-V-C words?

- ▶ V-C and C-V-C words function as a good indicator of basic phonics skills, as well as a good predictor of reading connected text.

Should I teach nonsense words?

- ▶ No. Teach the alphabetic principle and basic phonics skills. If students have the skills, they will be able to apply the skills to decoding nonsense words.



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Nonsense Word Fluency (NWF)

Essential Early Literacy/Reading Skill	Alphabetic Principle and Basic Phonics
Administration Time	1 minute
Administration Schedule	Middle of kindergarten to beginning of second grade
Score	Number of Correct Letter Sounds (CLS) and number of Whole Words Read (WWR)
Wait Rule	No correct response within 3 seconds
Discontinue Rule	No correct letter sounds in the first row



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Nonsense Word Fluency (NWF)

Format:

Assessor shows a page of nonsense words to student. Student reads the words.

Score:

- 1) Number of Correct Letter Sounds (CLS) student reads in 1 minute.
- 2) Number of Whole Words Read (WWR) without first being sounded out.



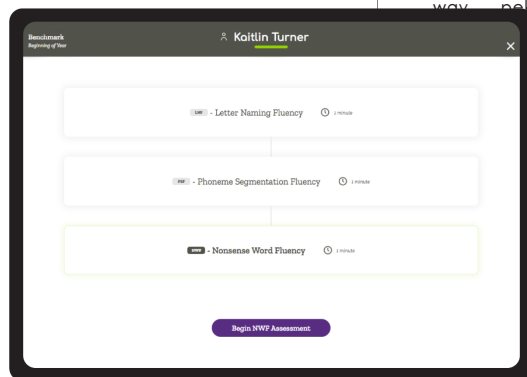
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Materials

Acadience Learning Online

- ▶ Tablet
- ▶ Student Materials



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Administration Directions

- ▶ **Hold the tablet** and position it so that the student cannot see what you record.
- ▶ Follow these directions exactly each time with each student.



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NWF Directions ALO: Practice Item

Say the words
on the screen.

Practice Portion (not timed)

- Put the Student materials in front of the student. (page with "sog" and "mip")
- SAY: 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.

Begin Practice Assessment



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NWF Directions ALO: Practice Item

Say the words
on the screen.

Note: Mark the student's response to the practice items and the next screen will automatically branch to the appropriate next set of directions.

Practice Portion (not timed)

- SAY: Your turn. Read this make-believe word.
- Point to "mip"
- If you can't read the whole word, tell me any sounds you know.
- mark student's response below.

Click or swipe beneath each correct sound or segment the student says.
Touch the letter for incorrect sound segments.
(If no response within 3 seconds, click "Next" to continue.)

m i p

Begin Practice Assessment



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NWF Directions ALO: Practice Item

Say the words
on the screen.

Note: Mark the student's response to the practice items and the next screen will automatically branch to the appropriate next set of directions.

Say these words verbatim to the student:

- SAY: Listen. /m/ /i/ /p/ or "mip"
- run your fingers under the letters as you say the sounds.
- SAY: 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.
- mark student's response below.

Click or swipe beneath each correct sound or segment the student says.
Touch the letter for incorrect sound segments.
(If no response within 3 seconds, click "Next" to continue.)

m i p

Begin Practice Assessment



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NWF Directions ALO: Practice Item

Say the words
on the screen.

Practice Portion (not timed)

Say these words verbatim to the student:

- SAY: Okay.
- SAY: 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
- SAY: Put your finger under the first word. Ready, begin.
- Press Begin.

Begin



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During the Testing

ALO

Touch *Begin*.

Follow along and mark the student's responses on the tablet according to the scoring rules.

Say ***Stop***, and touch ***Next***. (ALO will stop automatically at the end of 1 minute.)



NWF Notes

ALO

Scores are not pro-rated. If the student completes the assessment before 1 minute, assessment stops and the student receives the score obtained.

If the student is in the middle of a response at the end of 1 minute, you may allow the student to finish responding, but do not count any letter sounds after the end of the minute. (ALO will stop automatically at the end of 1 minute.)



Scoring Rules

ALO

	ALO
1 Correct Letter Sounds	Touch or swipe in the pill bar beneath correct letter sound(s).
2 Incorrect Letter Sounds	Touch or swipe the letter(s) for incorrect letter sound(s)
3 Omitted Sounds	Leave blank.
4 Inserted Sounds in Whole Words with Correct Sounds	Swipe in the pill bar beneath correct sounds and tap the caret (^) to indicate an insertion.



Scoring Rules, continued

ALO

	ALO
5 Self-Corrects	For individual sounds: Touch the x in the score bar above the letters if the student self-corrects an error within 3 seconds. For whole words: Touch or swipe in the pill bar beneath correct letter sound(s).
6 Correct to Incorrect	If the student changes an answer from correct to incorrect, touch/swipe the score bar above the letters.
7 Skipped Row	Touch the next row.

Note: You can also touch/swipe the score bar above the letters to change a score due to assessor error.



Scores

Correct Letter Sounds (CLS):

- ▶ The number of letter sounds produced correctly in 1 minute. For example, if the student reads *dif* as “/d/ /i/ /f/,” the score for CLS is 3. If the student reads *dif* as “/di/ /f/” or “dif,” the score is also 3.

Whole Words Read (WWR):

- ▶ The number of make-believe words read correctly as a whole word once and only once, without first being sounded out, in 1 minute. For example, if the student reads *dif* as “dif,” the score is 3 points for CLS and 1 point for WWR.

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Scoring Rule 1: Correct Letter Sounds

ALO

Touch or swipe in the **pill bar beneath** each letter sound the student says correctly, as a single sound (/m/ in *mip*), in a blend (/ip/ in *mip*), or as a whole word (*mip*).

For Correct Letter Sounds (CLS), ALO automatically computes the student's final answer for the student's score.

For Whole Words Read (WWR), ALO will automatically give credit if the student's only response was to read the whole word correctly one time without first sounding it out.

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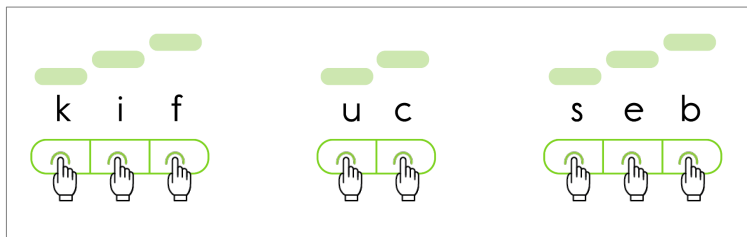
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Scoring Rule 1 Example ALO: Correct Letter Sounds in Isolation

Student response

/k/... /i/... /f/ /u/... /k/ /s/... /e/... /b/

How to score



Note: Touch beneath each letter for each correct sound said in isolation.

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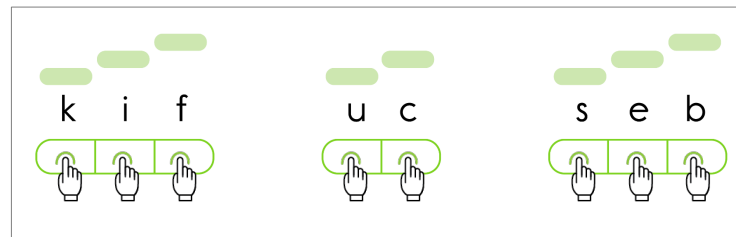
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Note: Articulation and Dialect ALO

Student response

/t/... /i/... /f/ /u/... /t/ /th/... /e/... /b/

How to score



Note: Students are not penalized for errors in pronunciation of sounds that are due to articulation errors or dialect. If necessary, have the student retested by someone familiar with the student's speech pattern. In the example above, the student says /t/ for /k/ and /th/ for /s/ (“I thee the tat” instead of “I see the cat.”)

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Note: Schwa ALO

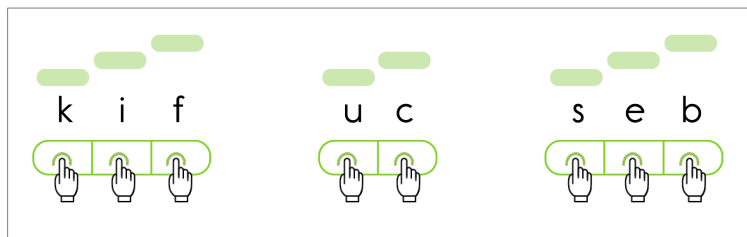
Student response

/ku/... /i/... /fu/

/u/... /ku/

/su/... /e/... /bu/

How to score



Note: Students are not penalized for putting a schwa sound after consonants.



Scoring Rule 1 Example ALO: Correct Letter Sounds in Whole Words

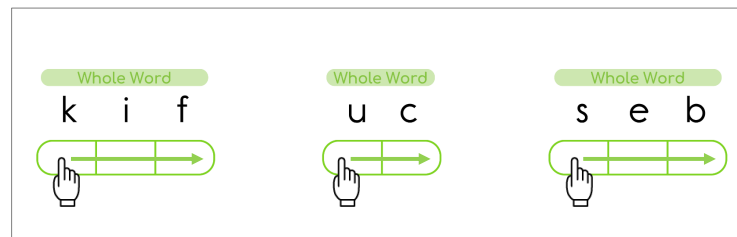
Student response

kif

uc

seb

How to score



Note: Swipe all of the letters if the student reads the whole word with all of the correct letter sounds.



Scoring Rule 1 Example ALO: Correct Letter Sounds in Blends

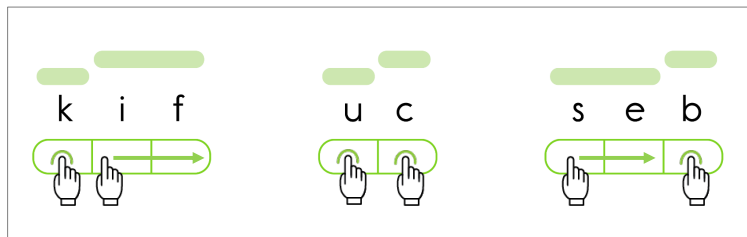
Student response

/k/... /if/

/u/... /k/

/se/... /b/

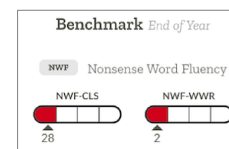
How to score



Note: Touch beneath each letter for each correct sound said in isolation. Swipe beneath the letters for correct blended sounds.



Scoring Rule 1: Practice 1 ALO



r u s	h e v	a b	z i d	l o d	CLS 14	WWR 1
h e z	t o s	w u l	a j	t i l	CLS 14	WWR 1



Scoring Rule 1 Example ALO: Sounding Out and Recoding

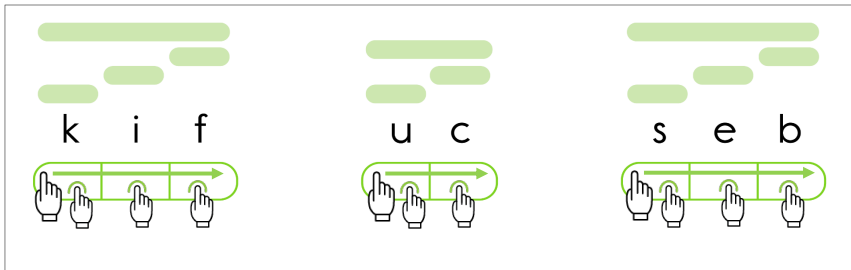
Student response

/k/... /i/... /f/ kif

/u/... /k/ uc

/s/... /e/... /b/ seb

How to score



Note: Indicate exactly the way the student reads the word by touching below the letter for correct sounds in isolation. Swipe beneath the letters for correctly blended sounds.



Scoring Rule 1 Example ALO: Repeated Sounds

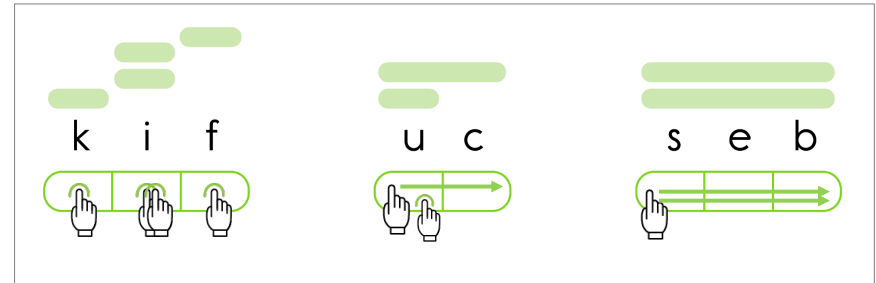
Student response

/k/... /i/... /i/... /f/

/u/... uc

seb ... seb

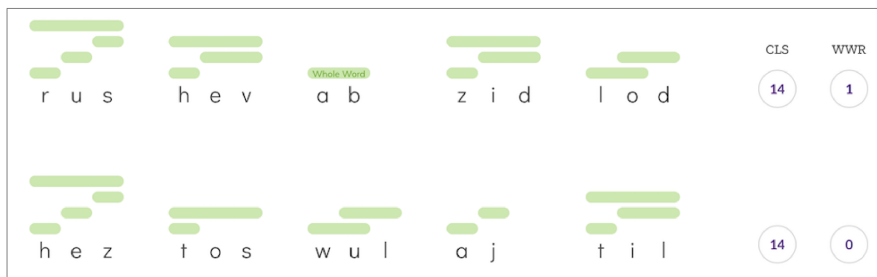
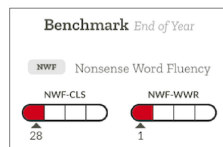
How to score



Note: Indicate exactly the way the student reads the word by touching below the letter for correct sounds in isolation. Swipe beneath the letters for correctly blended sounds.



Scoring Rule 1: Practice 2 ALO



Scoring Rule 2: Incorrect Letter Sounds

ALO

Touch or swipe the letter(s) for each sound the student says incorrectly, as a single sound, in a blend, or as a whole word.

For Correct Letter Sounds (CLS), ALO automatically computes the student's final answer for the student's score.



Scoring Rule 2 ALO: Touch or Swipe Incorrect Sounds

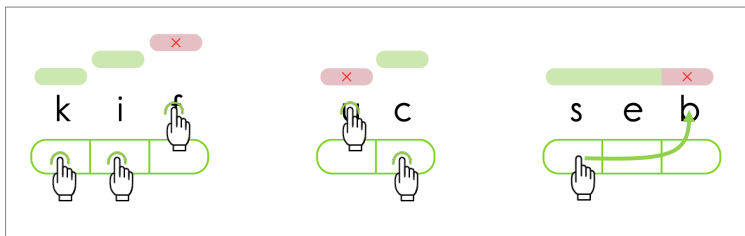
Student response

/k/... /i/... /p/

/i/... /k/

sed

How to score



Note: Touch beneath each letter for each correct sound said in isolation.



Scoring Rule 2 ALO: Touch or Swipe Incorrect Sounds

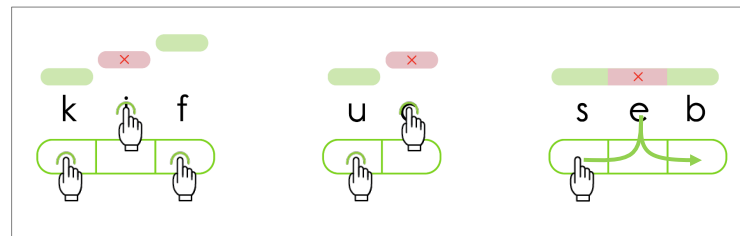
Student response

/k/... /ie/... /f/

/u/... /s/

seab

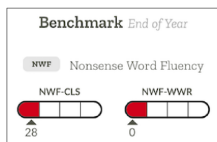
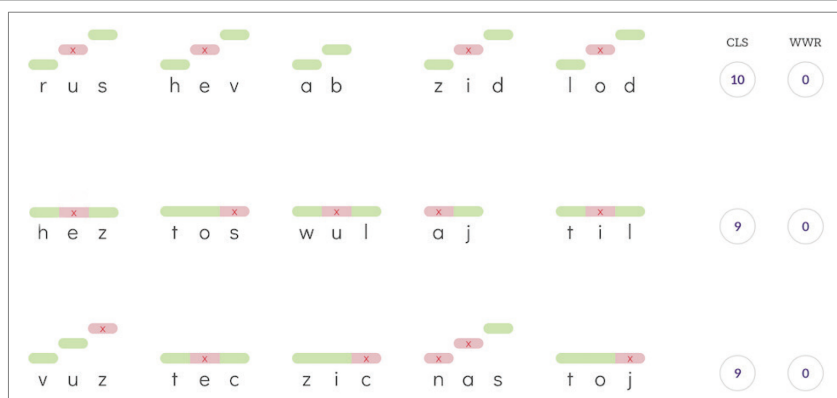
How to score



Note: Touch beneath each letter for each correct sound said in isolation.



Scoring Rule 2 ALO: Practice



Scoring Rule 3 ALO: Omitted Sounds

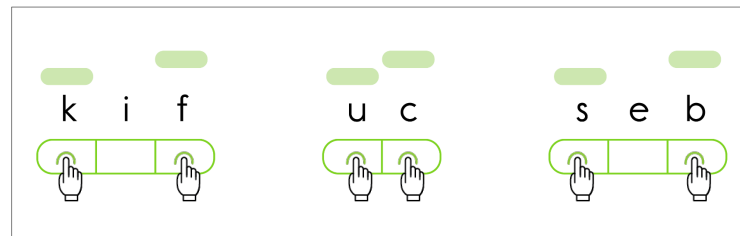
Student response

/k/... /f/

/u/... /k/

/s/... /b/

How to score



Note: Leave blank letter sounds that are omitted. To score omitted sounds correctly, it is necessary to for you to see what letter the student is pointing to, thus it is important that the student be manually tracking.



Scoring Rule 3 ALO: Inserted Sounds in Whole Words

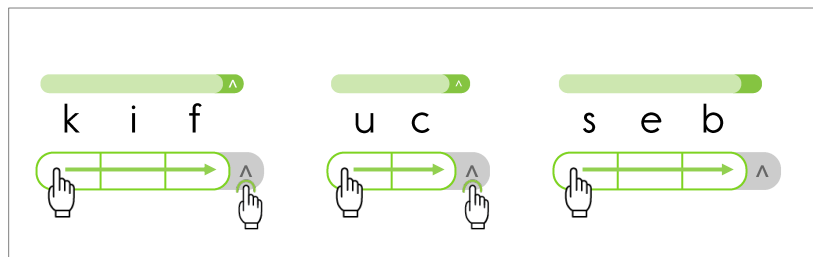
Student response

/kift/

/muk/

/seb/

How to score



Note: If a student reads all of the sounds correct as a whole word but inserts a sound, swipe beneath the letters then touch the caret (^) to indicate inserted sounds in a whole word. No credit is given for WWR when a sound is inserted. If inserting sounds is a frequent response, make a note in student scoring booklet.

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Scoring Rule 3 ALO: Inserted Sounds in Whole Words

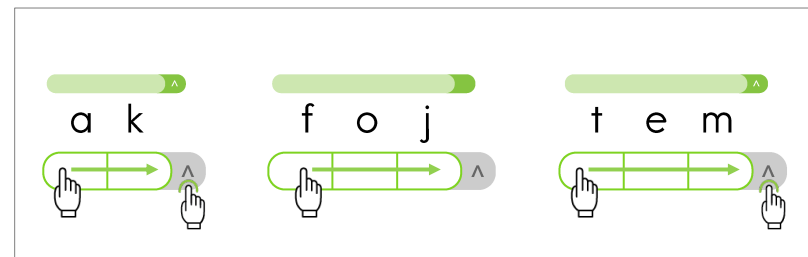
Student response

/bak/

/foj/

/stem/

How to score



Note: If a student reads all of the sounds correct as a whole word but inserts a sound, swipe beneath the letters then touch the caret (^) to indicate inserted sounds in a whole word. No credit is given for WWR when a sound is inserted. If inserting sounds is a frequent response, make a note in student scoring booklet.

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Scoring Rule 4 ALO: Self-Corrections

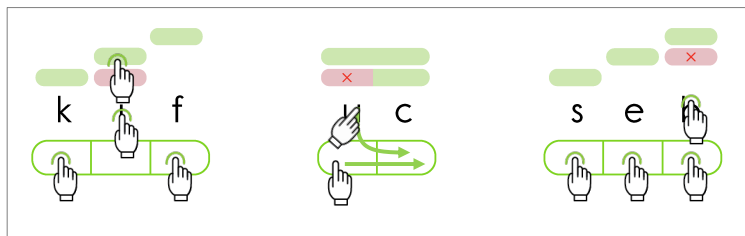
Student response

/k/... "l"...no /i/.../f/

/ak/ ... I mean uc

/s/... /e/.../d/...no /b/

How to score



Note: For individual sounds, touch or swipe the score bar to change a response from incorrect to correct or from correct to incorrect. For whole words, rescore the word by swiping the pill bar.

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Note: Score Final Response for CLS

For Correct Letter Sounds, the student's final answer is the one that is counted for the score.

Remember, to be counted as a Whole Word Read, the word must be read correctly one time and only one time.

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Scoring Rule 5 ALO: Skipping Line

Student response

kif

uc

seb

wij

lan

zug

How to score

If the student skips a row, touch the next row and continue scoring.

Whole Word k i f [][][]	Whole Word u c [][]	Whole Word s e b [][][]
a k [][]	f o j [][][]	t e m [][][]
Whole Word w i j [][][]	Whole Word l a n [][][]	Whole Word z u g [][][]



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Note: Reading Letter Sounds Out of Order

- ▶ Letter sounds said correctly in isolation but out of order are scored as correct **if the student points correctly** to the letter(s). The purpose of this rule is to give students credit as they are beginning to learn individual letter-sound correspondences.
- ▶ Sounds read as a whole word must be in the correct order to receive credit. Give credit for any sounds in the correct position (for example the middle vowel). No credit is given for WWR. Remember that all of the sounds must be correct to receive credit for WWR.



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Immediately After Testing

- ▶ **Make a note** about any patterns in student responses that were not captured by the marking procedures.

NWF Assessment Done!

Review response patterns below. Mark any relevant boxes & add and relevant notes.

Review response (mark any that apply)

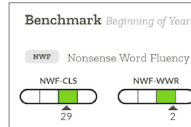
- | | |
|---|--|
| <input type="checkbox"/> Says correct sounds out of order (sound-by-sound) | <input type="checkbox"/> Doesn't track correctly |
| <input type="checkbox"/> Makes random errors | <input type="checkbox"/> Tries to turn nonsense words into real words |
| <input type="checkbox"/> Says correct 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 | |



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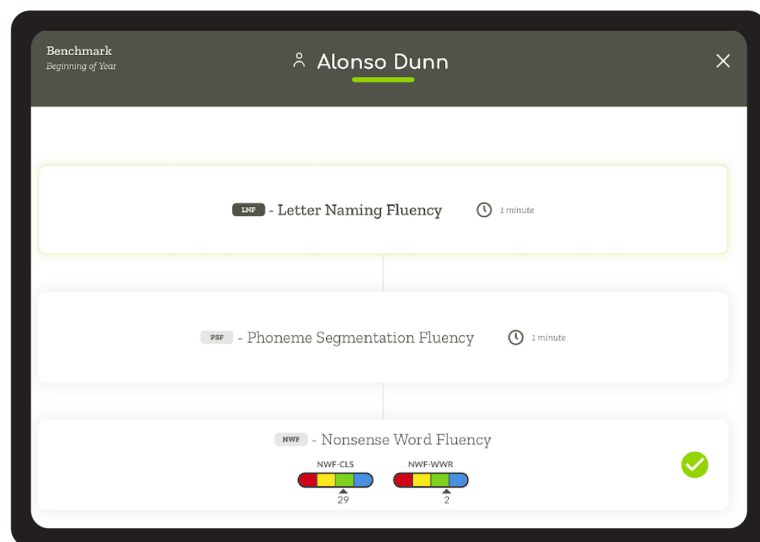
ALO Automatically Computes the Score

	CLS	WWR
b o l k i v u l j a c l e l	13	1
f i j k u g j a t o j d e g	13	1
w a v p e k y o s m u b f i v	3	0



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ALO Automatically Transfers the Score to the Student's Profile



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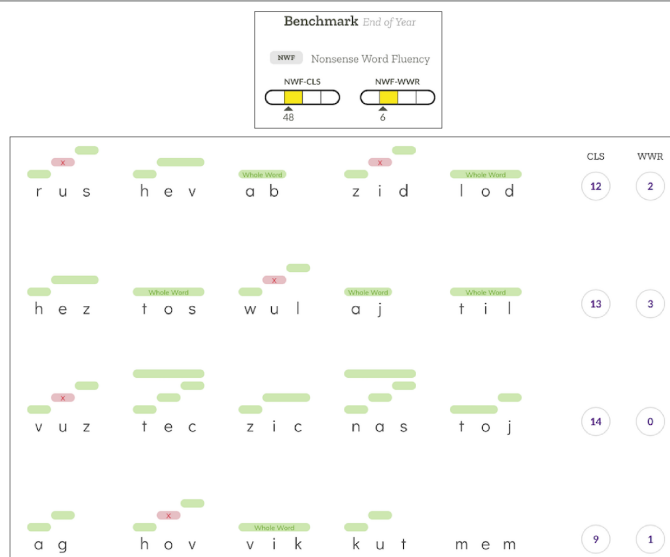
NWF Practice #1

ALO	
1	Log into the Training Practice Demo on your tablet. Select NWF First Grade Benchmark 3.
2	Position your tablet so that you are ready to score.
3	Score along on your tablet as the trainer reads the student responses.

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NWF Practice #1: ALO



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NWF Practice #2

ALO	
1	Log into the Training Practice Demo on your tablet. Select NWF Kindergarten Benchmark 2.
2	Position your tablet so that you are ready to score.
3	Score along on your tablet as the trainer reads the student responses.

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NWF Practice #2: ALO

Benchmark Middle of Year

NWF Nonsense Word Fluency



s u t	k i z	e s	j a l	d o s	CLS 13	WWR 2
l a v	m u k	v o s	i j	h e p	13	1
j o v	k u l	j i t	l e s	l a j	10	0

