

# Transitioning to Acadience Learning Online Workshop

## Oral Reading Fluency (ORF)

acadience reading k–6

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

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

2 | \*WUF-R is available to research partners from [info@acadiencelearning.org](mailto:info@acadiencelearning.org)

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## What Is Acadience Reading K–6 Oral Reading Fluency (ORF)?

Acadience Oral Reading Fluency (ORF) is an indicator of accurate and fluent reading of connected text, advanced phonics and word attack skills, and reading comprehension.

There are two components to ORF.

1. Oral Reading of a passage
2. Retelling the passage



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## What Is Oral Reading Fluency?

Oral Reading Fluency is:

- ▶ The ability to read words accurately, effortlessly (automatically), and with appropriate phrasing and expression when reading orally  
(p. 169) (Rasinski & Hoffman, 2006)
- ▶ Reading that is accurate (without too many miscues), at a reasonable rate, and prosodic (read with enough expression that it sounds like language)  
(Kuhn & Stahl, 2003; NICHD, 2000)

Oral Reading Fluency requires proficient phonics and word attack skills.

Oral Reading Fluency is strongly correlated with reading comprehension.

- ▶ Fluent readers generally comprehend better than nonfluent readers.
- ▶ Students with good language comprehension generally read more fluently than students with poor language comprehension.



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## What Is Retell?

Retell is:

- ▶ The ability to tell about what one has read verbally or in writing. (Reed & Vaughn, 2012)
  - ▶ To produce a retell, the student must be able to recall information from what was read and organize it in a meaningful way.
  - ▶ Retelling is dependent upon the student's productive language skills.
- ▶ One of multiple distinct comprehension skills (e.g, recalling, summarizing, paraphrasing, answering questions) that serves as an indicator of overall reading comprehension.
- ▶ In general, retell measures correlate moderately with standardized measures of reading comprehension.



## Examples of Skills

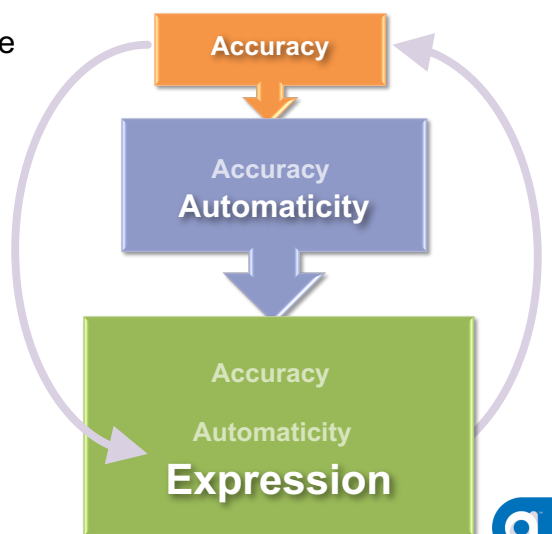
Reading Fluency	Advanced Phonics	Reading Comprehension
Read accurately	Read vowel digraphs	Answer questions – literal as well as inferential
Read at an appropriate rate (i.e. the speed of normal speech)	Identify and pronounce sounds for short and long vowels using patterns (e.g., vc, cvc, cvcv, cvc-silent e)	Tell the main idea
Read with expression and attend to punctuation (prosody)	Read r-controlled vowels in words with more than one syllable	Summarize a narrative or expository passage
Demonstrate prediction orientation (i.e., look ahead and read at sentence and/or paragraph level)	Decode words with common word parts – prefixes, suffixes, and root words	Retell everything that one can from a narrative or expository passage
Adjust pacing according to text difficulty	Decode grade-level multisyllabic words	Identify sequence of events



## Accuracy Precedes Fluency

What is the typical course of developing fluency?

- ▶ How does a child's reading sound during these phases?
- ▶ What is the child's primary focus at each of these stages?



## Oral Reading Fluency (ORF)

Essential Early Literacy/Reading Skill	Accurate and Fluent Reading of Connected Text Advanced Phonics and Word Attack Skills Reading Comprehension
Administration Time	1 minute plus 1 minute maximum for Retell
Administration Schedule	Middle of first grade through end of sixth grade
Score	<ul style="list-style-type: none"> <li>• Number of words correct per minute (Words Correct)</li> <li>• Accuracy (Words Correct divided by Words Correct plus Errors)</li> <li>• Number of correct words in the Retell</li> <li>• Quality of Response for the Retell</li> </ul>
Wait Rule	ORF: 3 seconds, mark incorrect and say the word. Retell: first 3 second pause, give prompt.
Discontinue Rule	<p>ORF: If no words are read correctly in the first line, say <b>Stop</b>, record a score of 0, and do not administer Retell.</p> <p>If fewer than 10 words are read correctly on passage #1 during benchmark assessment, do not administer Retell or passages #2 and #3.</p> <p>If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.</p> <p>Retell: After the first Wait Rule reminder if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> and discontinue the task.</p>



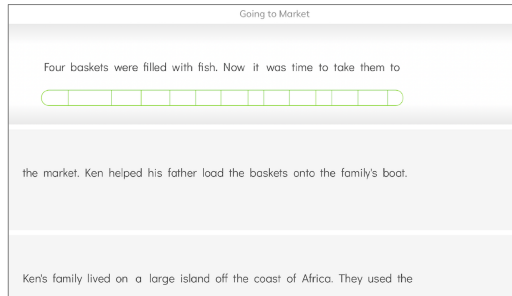
## Part 1. Oral Reading ALO

*Format:*

Assessor shows the reading passage to the student. The student reads the passage.

*Scores:*

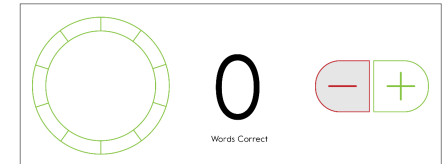
- 1) The number of words read correctly in 1 minute
- 2) The percentage of words read accurately in 1 minute



## Part 2. Oral Retell ALO

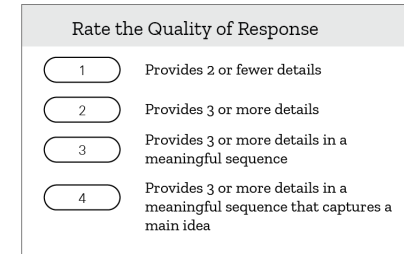
*Format:*

Assessor shows the reading passage to the student. The student reads the passage.



*Scores:*

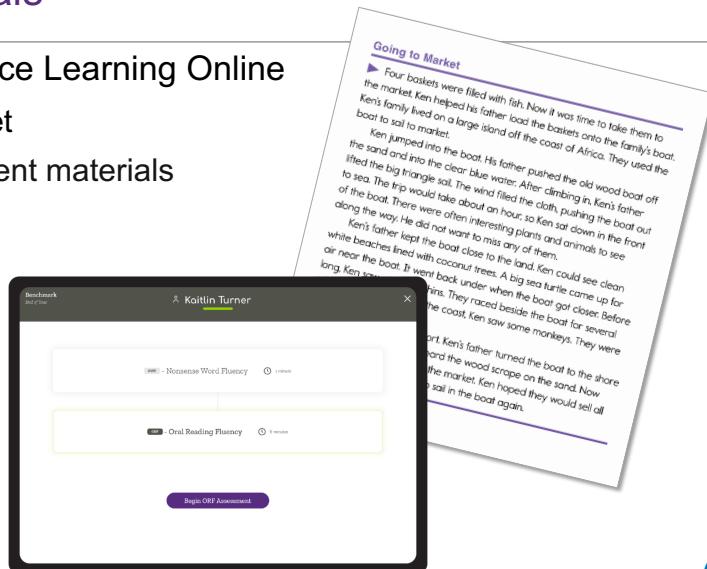
- 1) The number of words in the retell about the story.
- 2) Quality of response rating.



## Materials

# Acadience Learning Online

- ▶ Tablet
- ▶ Student materials



## 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.



## Administration Directions Part 1 ALO: Oral Reading

Say these specific directions to the student:

- 1**  
SAY: I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.
- 2**  
Place the passage in front of the student.  
(passage title: *The Cocoa Stand*)
- 3**  
SAY: Put your finger under the first word.
- 4**  
Point to the first letter in the upper left.
- 4**  
SAY: Ready, begin.
- 6**  
Press Begin.

**Begin**



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13

## During the Testing

### ALO

**Touch *Begin*.** (The timer will automatically begin when you score the first word.)

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.) Remove the passage.



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14

## Notes

- ▶ Do not read the title.
- ▶ If the student reaches the end of the page before the minute is up, turn the page and continue on the next page.
- ▶ Scores are not pro-rated.
- ▶ If the student is in the middle of a sentence at the end of 1 minute, you may allow the student to finish the sentence, but only score the words said up to the end of 1 minute.



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15

## Scoring Rules

	ALO
<b>1</b> Correct Words	<b>Touch or swipe the pill bar beneath each word</b> read correctly.
<b>2</b> Errors	<b>Touch or swipe the word(s)</b> for words read incorrectly.
<b>3</b> Skipped Words	<b>Leave</b> skipped words <b>blank</b> .



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16



## Scoring Rules

	ALO
4 Self-Corrects	Touch the <b>x</b> above the word(s).
5 Correct to Incorrect	If the student changes an answer from correct to incorrect, touch the <b>check mark</b> (✓) above the word(s).
6 Skipped Row	Touch the <b>next row</b> . ALO will count the words in the skipped row as errors.

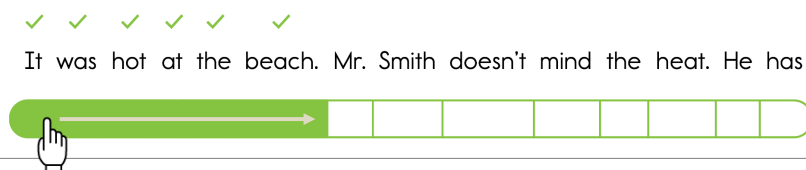


## Scoring Rule 1 Example ALO: Sounding Out and Recoding Words

Touch or swipe beneath each word read correctly.

**Student response** It was hot at the /b/ /ea/ /ch/ beach.

**How to score**



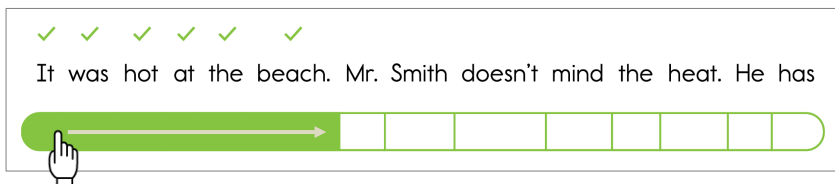
Note: To be counted as correct, the whole word must be read.



## Scoring Rule 1 Example ALO: Inserted Words

**Student response** It was hot and sunny at the beach.

**How to score**



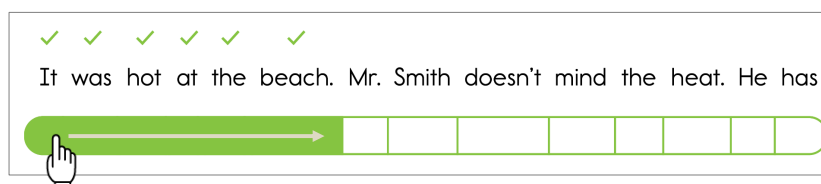
Note: Inserted words are ignored and not counted as errors. The student does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.



## Scoring Rule 1 Example ALO: Repeated Words

**Student response** It was hot at the at the beach.

**How to score**



Note: Words that are repeated and phrases that are re-read are not scored as incorrect and are ignored in scoring.




## Scoring Rule 1 Example ALO: Proper Nouns

**Student response** It was hot at the beach in Dubai.

**How to score**

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

It was hot at the beach in Dubai. Mr. Smith doesn't mind the heat.



Note: If the student reads a proper noun with correct pronunciation or with any reasonable phonetic pronunciation, it is counted as correct. Reasonable phonetic pronunciation includes, but is not limited to, left to right sequential decoding, an accurate number of phonemes, and errors that represent knowledge of probable phonetic decoding based upon English orthography (McGuinness, 1997). This rule applies to all proper nouns.



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## Scoring Rule 1 Example ALO: Numerals and Abbreviations

**Student response** It was hot at the beach. Mister Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.

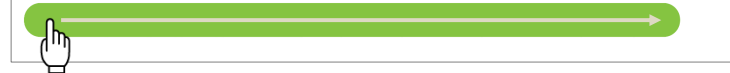
**How to score**

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has



had a part-time job there as a lifeguard for twenty-four years.



Note: 1. Abbreviations should be read in the way they would be pronounced in conversation. 2. Numerals must be read correctly within the context of the sentence. 3. Hyphenated words count as two words (and two errors) if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word (e.g., x-ray, t-shirt).



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## Scoring Rule 2 ALO: Words Read Incorrectly

**Student response** It is hot at the beach.

**How to score**

✓ × ✓ ✓ ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has



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## Scoring Rule 2 Example ALO: Words Read Sound by Sound

**Student response** It was hot at the /b/ /e/ /a/ /ch/.

**How to score**

✓ ✓ ✓ ✓ ✓ ×

It was hot at the beach. Mr. Smith doesn't mind the heat. He has



Note: Students must read the whole word, not just the sounds, to be counted as correct. If the student correctly recodes the word after sounding it out, that is, reads /b/ /e/ /a/ /ch/... "beach" it would be scored as correct.



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## Scoring Rule 2 Example ALO: Repeated Errors

**Student response** It was hot at the barn. Mr. Smith doesn't mind the heat. He has had a part-time job at the barn as a lifeguard for twenty-four years.

**How to score**

✓ ✓ ✓ ✓ ✓ × ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ × ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

had a part-time job at the beach as a lifeguard for twenty-four years.

Note: If a student reads the same word incorrectly multiple times in the passage, it counts as an error each time.



## Scoring Rule 2 Example ALO: Substituted Words

**Student response** It was high at the beach.

**How to score**

✓ ✓ × ✓ ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

Note: If a student substitutes a word for the word that is written on the page, it is an error.



## Scoring Rule 2 Example ALO: Hesitations

**Student response** It was hot at the b...b...b...be...(3 seconds)  
...(assessor says "beach").

**How to score**

✓ ✓ ✓ ✓ ✓ ×

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

Note: If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word by pointing.



## Scoring Rule 2 Example ALO: Incorrect Pronunciation of Words in Context

**Student response** Mr. Smith duv into the ocean to cool off.

**How to score**

✓ ✓ × ✓ ✓ ✓ ✓ ✓ ✓

Mr. Smith dove into the ocean to cool off. It was hot at the

Note: If a word is pronounced incorrectly given the context of the sentence, it is scored as an error.



## Scoring Rule 2 Example ALO: Contractions

**Student response** It was hot at the beach. Mister Smith does not mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.

**How to score**

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ × ✓ ✓ ✓ ✓ ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

had a part-time job there as a lifeguard for twenty-four years.

Note: Students should read contractions as they are printed on the page.



## Scoring Rule 2 Example ALO: Words Read Out of Order

**Student response** It was hot at the beach. Mister Smith doesn't heat the mind. He has had a part-time job there as a lifeguard for twenty-four years.

**How to score**

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ × ✓ × ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

had a part-time job there as a lifeguard for twenty-four years.

Note: Words must be read in the order they appear on the page to be considered a correctly read word.



## Practice Scoring Rules 1 & 2: ALO

Words Correct 63 Retell 14 Quality of Response 2

✓ × ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Four baskets were filled with fish. Now it was time to take them to

the market. Ken helped his father load the baskets onto the family's boat.

✓ ✓ ✓ ✓ ✓ × × ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Ken's family lived on a large island off the coast of Africa. They used the

boat to sail to market.

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ × ✓ ✓ ✓ ✓

Ken jumped into the boat. His father pushed the old wood boat off

the sand and into the clear blue water. After climbing in, Ken's father

Correct	Errors
13	1
12	1
13	2
5	0
12	1
8	0



## Scoring Rule 3 Example ALO: Skipped Words

**Student response** It was at the beach.

**How to score**

✓ ✓ ✓ ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

Note: Skipped words are left blank.



## Scoring Rule 4 Example ALO: Self-Corrections

**Student response** It was hot at the bank...I mean beach.

**How to score**

✓ ✓ ✓ ✓ ✓ ✗

It was hot at the be<sup>h</sup>ch. Mr. Smith doesn't mind the heat. He has

Progress bar: 100% green, then 20% pink, then 80% green.

✓ ✓ ✓ ✓ ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

Progress bar: 100% green.

Note: A word is scored as correct if it is initially mispronounced but the student self-corrects within 3 seconds. Tap the x above the word and it will automatically change to a green check mark. The pill bar below the word will turn green.



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33

## Scoring Rule 5 Example ALO: Correct to Incorrect

**Student response** It was hot at the beach ... bench.

**How to score**

✓ ✓ ✓ ✓ ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

Progress bar: 100% green.

✓ ✓ ✓ ✓ ✓ ✗

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

Progress bar: 100% green, then 20% pink, then 80% green.

Note: A word is scored as incorrect if it is initially read correctly but the student changes to an incorrect word within 3 seconds. Tap the check mark above the word and it will automatically change to a pink x. The pill bar below will turn pink.



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34

## Scoring Rule 6 Example ALO: Skipped Row

**Student response** It was hot at the beach. Mr. Smith doesn't mind the heat. He has Mr. Smith is always there when my family goes to the beach.

**How to score**

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

It was hot at the beach. Mr. Smith doesn't mind the heat. He has

Progress bar: 100% green.

had a part-time job there as a lifeguard for twenty-four years.

Progress bar: 100% green.

Mr. Smith is always there when my family goes to the beach.

Progress bar: 100% green.

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



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35

## Immediately After Testing

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

ORF Assessments Done!

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

Response Patterns for all three passages - ORF (mark any that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.)   |
| <input type="checkbox"/> Self-corrects/monitors meaning   | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words  | <input type="checkbox"/> Frequent errors on phonetically irregular words                       |
| <input type="checkbox"/> Uses effective decoding strategies   | <input type="checkbox"/> Frequently omits words or letters                                     |
| <input type="checkbox"/> Errors preserve passage meaning  | <input type="checkbox"/> Frequently adds words or letters                                      |
| <input type="checkbox"/> Errors violate passage meaning   | <input type="checkbox"/> Skips lines   |

Response Patterns for all three passages - RETELL (mark any that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Summarizes                   | <input type="checkbox"/> "Speed reads" the passage (i.e. reads quickly with no phrasing or intonation) and has limited retell relative to number of words read. |
| <input type="checkbox"/> Repeats the same detail      | <input type="checkbox"/> Talks about own life related to passage  |
| <input type="checkbox"/> Retells the passage verbatim |   |

Notes

Notes area for recording observations.

Next



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36

## ALO Automatically Computes the Final Score

Words Correct 31

Text	Correct	Errors
Four baskets were filled with fish. Now it was time to take them to	13	1
the market. Ken helped his father load the baskets onto the family's boat.	12	1
Ken's family lived on a large island off the coast of Africa. They used the	6	1
boat to sail to market.	0	0



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## ORF Retell

- If the student reads 40 or more words correctly on the passage, have the student retell what was just read.
- If the student reads more than 10 and fewer than 40 words correctly on a passage, use professional judgment whether to administer Retell for that passage.

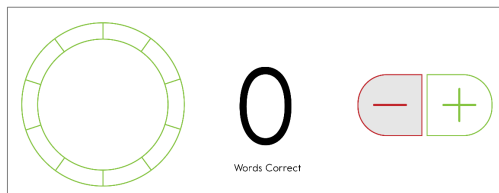


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## During the Testing: ALO

There are two options for scoring Retell in ALO

1. Tap the +/- bar for each word the student says that is about what was read.
2. Sweep your finger around the circle 1 tick for each word the student says that is about what was read.



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## Retell Score and Scoring Rules

The student receives 1 point for every word in the retell that is about what was read.

1	<b>Count as correct</b> any words in the response that are about what the student read.
2	<b>Count as incorrect</b> any words in the response that are not about what the student read.

- Count as correct any words in the response that are about what the student has read.
- The judgment is based on whether the student is generally accurately retelling what was just read or has gotten off track.



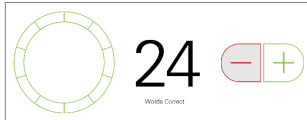
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## Retell Scoring Rule 1 Example ALO: Correct Words

Passage: He has a pet goldfish. The fish is easy to take care of. He likes to watch it swim. It is a good pet.

**Student Response:** He has a pet goldfish. The fish is easy to take care of. He likes to watch it swim. It is a good pet.

**How to Score:**



**Student Response:** He's got a pet goldfish because goldfish make good pets. He takes good care of his fish. He likes to watch it swim.

**How to Score:**



## Retell Scoring Rule 1 Example ALO: Correct Words

Passage: Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

**Student Response:** The story is about goldfish. They are easy to take care of. And they swim.

**How to Score:**



**Student Response:** Goldfish. And pets.

**How to Score:**



## Retell Scoring Rule 1 Example ALO: Correct Words

Passage: The main ingredients for this recipe are cucumbers and dill weed. Both of these are easy to grow if you are lucky enough to have a vegetable garden. If you don't have a garden, you can find them in the produce department at the grocery store. Two other produce items you will need are fresh garlic and a small onion about the size of a golf ball. You will also need salt and sugar to add flavor to the pickles.

**Student Response:** It was about making dill pickles. Pickles are made from cucumbers and dill weed. You can grow those in your garden or buy them at the store. You need salt, sugar, some garlic, and an onion the size of a baseball.

**How to Score:**

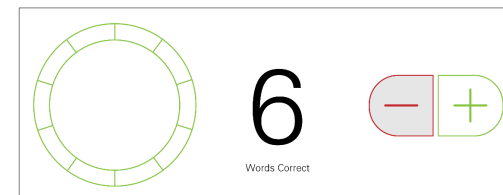


**Note:** Small mistakes or inconsistencies in the retell do not count against the student as long as the student is generally accurate in the retell.



## Practice 1 ALO: Retell Scoring Rule 1

Passage: Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

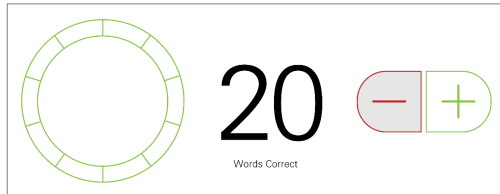


It's about goldfish. They're good pets.



## Practice 2 ALO: Retell Scoring Rule 1

Passage: Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

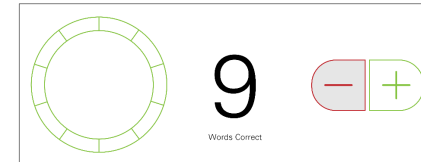


Goldfish are good pets. They don't cost a lot. They are cheap to feed and you can watch them swim.



## Practice 3 ALO: Retell Scoring Rule 1

Passage: During the last ice age, the world looked much different than it does today. Nearly all the land was covered with huge sheets of ice or glaciers. Most of the world's water was trapped in these glaciers, and the water level of the seas was low. A vast amount of land was above the water. The narrow waterway between Asia and North America, the Bering Strait, was mostly exposed land at that time. The land formed a narrow bridge that connected Asia with North America.

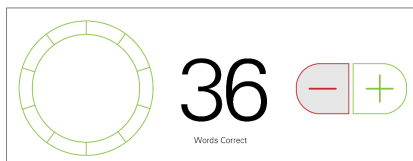


It's about the ice age. And there were glaciers.



## Practice 4 ALO: Retell Scoring Rule 1

Passage: During the last ice age, the world looked much different than it does today. Nearly all the land was covered with huge sheets of ice or glaciers. Most of the world's water was trapped in these glaciers, and the water level of the seas was low. A vast amount of land was above the water. The narrow waterway between Asia and North America, the Bering Strait, was mostly exposed land at that time. The land formed a narrow bridge that connected Asia with North America.



The story is about the ice age. Most of the land was covered in ice. And a lot of water was trapped in glaciers. And there was a skinny land bridge between Asia and South America.



## Retell Scoring Rule 2: Incorrect Words

- Score as incorrect any words in the response that are not related to the story that the student read.





## Retell Scoring Rule 2 ALO: Incorrect Words

Passage: Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

**Student Response:** He has a pet goldfish. He likes to watch it swim. **I like to swim. We go swimming every Saturday.**

**How to Score:**



**Student Response:** He has a pet goldfish. **I know what rhymes with fish–wish and dish!**

**How to Score:**



Note: If the student recites the ABC's, a poem, or sings a song, even if relevant to the retell, the recitation, song, or poem is not counted.



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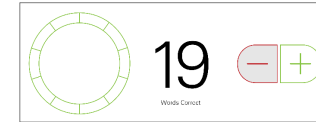
49

## Retell Scoring Rule 2 ALO: Incorrect Words

Filler words, repetitions of words/phrases, and sounds are not counted.

**Student Response:** He has a **uhh**, a **uhh** pet goldfish. The **uhh** fish is easy to **uhh** take care of, **uhh** he likes to **uhh** watch it **uhh** swim.

**How to Score:**



**Student Response:** Goldfish make good pets. **Goldfish make good pets** because they are easy to care for and are cheap to buy.

**How to Score:**



Note: Repetitions of words or phrases are not counted.



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50

## Retell Scoring Rule 2 ALO: Incorrect Words

Passage: Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

**Student Response:** The story is about goldfish as pets. They make good ones because they are easy to care for and are cheap to buy. **I wish I had a goldfish.**

**How to Score:**



**Student Response:** This reminds me of that book about the rainbow fish. Do you like that book? It is my favorite.

**How to Score:**



Note: The student's entire response is off-track.

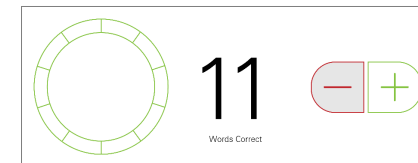


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51

## Practice 5 ALO: Retell Scoring Rule 2

Passage: Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.



Goldfish make good pets. **Um**. They are easy to **uh** take care of ... (pause). **You know, I don't have a goldfish, but I wish I did. I have to feed our pet dog. I hate to do that job because it is smelly and messy. I wish my mom would just do it.**

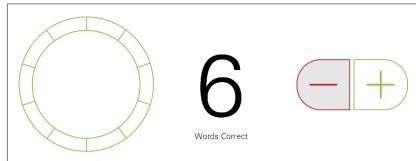


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52

## Practice 6 ALO: Retell Scoring Rule 2

Passage: The main ingredients for this recipe are cucumbers and dill weed. Both of these are easy to grow if you are lucky enough to have a vegetable garden. If you don't have a garden, you can find them in the produce department at the grocery store. Two other produce items you will need are fresh garlic and a small onion about the size of a golf ball. You will also need salt and sugar to add flavor to the pickles.



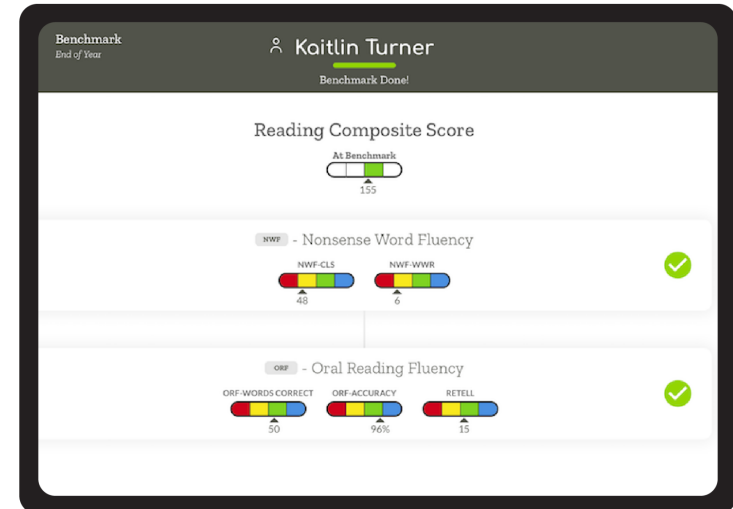
The story is about **um...oh yea...making pickles. You put them in a pot and you cook them with other stuff. Then you take them out and put them in the refrigerator and then you can eat them. They are delicious.**



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## ALO Automatically Computes the Score and Transfers It to the Student's Profile



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## Immediately After Testing

- **Rate** the quality of the student's retell using the Retell Quality of Response Rating.
- **Make a note** about any patterns in student responses that were not captured by the marking procedures.

### Quality of Response:

(Note: If the student provides only a main idea, it is considered one detail.)

- |                               |   |
|-------------------------------|---|
| 1 Provides 2 or fewer details | 3 Provides 3 or more details in a meaningful sequence                           |
| 2 Provides 3 or more details  | 4 Provides 3 or more details in a meaningful sequence that captures a main idea |



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## Retell Quality of Response

### Quality of Response Ratings:

1. Provides 2 or fewer details
2. Provides 3 or more details
3. Provides 3 or more details in a meaningful sequence
4. Provides 3 or more details in a meaningful sequence that captures a main idea



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## Retell Quality of Response ALO: Example 1

Example Passage:

### Going to Market

► Four baskets were filled with fish. Now it was time to take them to the market. Ken helped his father load the baskets onto the family's boat. Ken's family lived on a large island off the coast of Africa. They used the boat to sail to market.

Retell: "It was about fish. They took the fish to a market."

#### Rate the Quality of Response

- ☒ 1 Provides 2 or fewer details
- ☐ 2 Provides 3 or more details
- ☐ 3 Provides 3 or more details in a meaningful sequence
- ☐ 4 Provides 3 or more details in a meaningful sequence that captures a main idea



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## Retell Quality of Response ALO: Example 2

Example Passage:

### Going to Market

► Four baskets were filled with fish. Now it was time to take them to the market. Ken helped his father load the baskets onto the family's boat. Ken's family lived on a large island off the coast of Africa. They used the boat to sail to market.

Retell: "There was a boy named Ken. He had a sail boat. And they put their fish in baskets."

#### Rate the Quality of Response

- ☐ 1 Provides 2 or fewer details
- ☒ 2 Provides 3 or more details
- ☐ 3 Provides 3 or more details in a meaningful sequence
- ☐ 4 Provides 3 or more details in a meaningful sequence that captures a main idea



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## Retell Quality of Response ALO: Example 3

Example Passage:

### Going to Market

► Four baskets were filled with fish. Now it was time to take them to the market. Ken helped his father load the baskets onto the family's boat. Ken's family lived on a large island off the coast of Africa. They used the boat to sail to market.

Retell: "The boy helped his dad load the fish into baskets and then they put the baskets on the boat to take them to the market."

#### Rate the Quality of Response

- ☐ 1 Provides 2 or fewer details
- ☐ 2 Provides 3 or more details
- ☒ 3 Provides 3 or more details in a meaningful sequence
- ☐ 4 Provides 3 or more details in a meaningful sequence that captures a main idea



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## Retell Quality of Response ALO: Example 4

Example Passage:

### Going to Market

► Four baskets were filled with fish. Now it was time to take them to the market. Ken helped his father load the baskets onto the family's boat. Ken's family lived on a large island off the coast of Africa. They used the boat to sail to market.

Retell: "The story was about a boy and his dad and how they sold fish at a market. They loaded the fish into baskets and used their boat to sail across the clear blue water to the market."

#### Rate the Quality of Response

- ☐ 1 Provides 2 or fewer details
- ☐ 2 Provides 3 or more details
- ☐ 3 Provides 3 or more details in a meaningful sequence
- ☒ 4 Provides 3 or more details in a meaningful sequence that captures a main idea

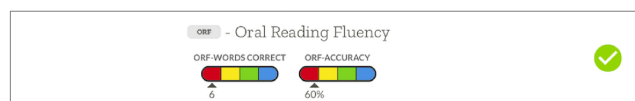
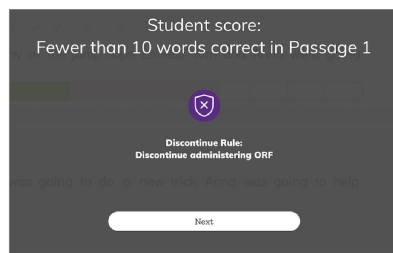


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## Final Score: ALO

ALO Automatically Discontinues, Computes the Student's Score, and Transfers the Score to the Student's Profile.

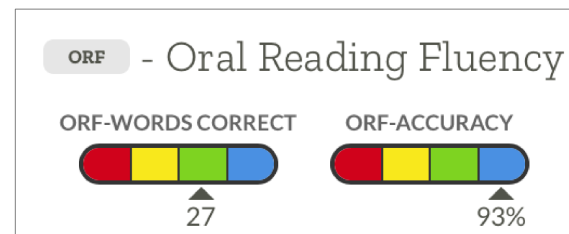


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## Final Score ALO: Accuracy

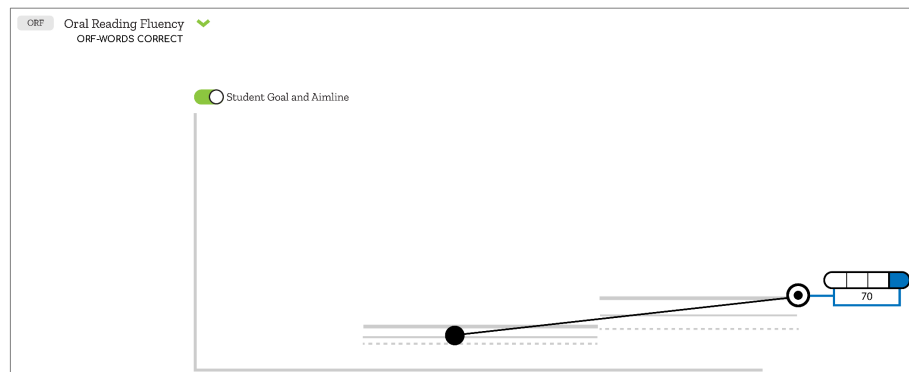
ALO Automatically Computes the Median Score, Calculate the Accuracy, and Transfers the Score to the Student's Profile.



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## Final Score: Progress Monitoring ALO



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63

## ORF Practice #1

	ALO
1	Log into the Training Practice Demo on your tablet. Select ORF First Grade Benchmark 3.1.
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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64

## ORF Practice #1: ALO

Words Correct 60

	Correct	Errors
<div style="display: flex; justify-content: space-between;"> <span>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</span> <span></span> </div> <p>Mark and his brother Sam wanted to go to the movies, but they</p>	13	0
<div style="display: flex; justify-content: space-between;"> <span>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</span> <span></span> </div> <p>needed money. In the summer they sold cool drinks, but it was very cold</p>	14	0
<div style="display: flex; justify-content: space-between;"> <span>✓</span> <span></span> </div> <p>outside.</p>	1	0
<div style="display: flex; justify-content: space-between;"> <span>✓ ✓ ✓ ✓ ✗ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</span> <span></span> </div> <p>"I have an idea," said Sam. "We can make hot cocoa, because on</p>	12	1
<div style="display: flex; justify-content: space-between;"> <span>✗ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</span> <span></span> </div> <p>such a cold day, everyone will want some cocoa to warm them up."</p>	12	1
<div style="display: flex; justify-content: space-between;"> <span>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</span> <span></span> </div> <p>Mark loved hot cocoa, but he could not make it. Sam was fifteen, so</p>	8	0

65



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## ORF Retell Practice #1: ALO

There are two brothers and they need money so they start a cocoa stand.

# 14

Words Correct

**Rate the Quality of Response**

1	Provides 2 or fewer details
2	Provides 3 or more details
3	Provides 3 or more details in a meaningful sequence
4	Provides 3 or more details in a meaningful sequence that captures a main idea

66



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## ORF Practice #2

	ALO
1	Log into the Training Practice Demo on your tablet. Select ORF First Grade Benchmark 3.3.
2	Position your tablet so that you are ready to score.
3	Score along on your tablet as the trainer reads the student responses.

67



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## ORF Practice #2: ALO

	Correct	Errors
<div style="display: flex; justify-content: space-between;"> <span>✓ ✓ ✓ ✗ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</span> <span></span> </div> <p>Four baskets were filled with fish. Now it was time to take them to</p>	13	1
<div style="display: flex; justify-content: space-between;"> <span>✗ ✗ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✗ ✓</span> <span></span> </div> <p>the market. Ken helped his father load the baskets onto the family's boat.</p>	10	3
<div style="display: flex; justify-content: space-between;"> <span>✓ ✓ ✓ ✓ ✓ ✓ ✗ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✗ ✓</span> <span></span> </div> <p>Ken's family lived on a large island off the coast of Africa. They used the</p>	13	2
<div style="display: flex; justify-content: space-between;"> <span>✓ ✓ ✓ ✓ ✓</span> <span></span> </div> <p>boat to sail to market.</p>	5	0
<div style="display: flex; justify-content: space-between;"> <span>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✗ ✓ ✓ ✓ ✓ ✓ ✓</span> <span></span> </div> <p>Ken jumped into the boat. His father pushed the old wood boat off</p>	12	1
<div style="display: flex; justify-content: space-between;"> <span>✓ ✓ ✓ ✓ ✓ ✓ ✓</span> <span></span> </div> <p>the sand and into the clear blue water. After climbing in, Ken's father</p>	7	0

Words Correct 60

68



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## ORF Retell Practice #2: ALO

They have a boat. They go fishing. [prompt] And they have a boat.



### Rate the Quality of Response

- ☐ 1 Provides 2 or fewer details
- ☐ 2 Provides 3 or more details
- ☒ 3 Provides 3 or more details in a meaningful sequence
- ☐ 4 Provides 3 or more details in a meaningful sequence that captures a main idea



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