Notes:

1 Acadience Letter Naming Fluency
Directions

Make sure you have reviewed the directions in the Acadience Reading K–6 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.

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

General ORF Response Patterns for all three passages:

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

Acadience Letter Naming Fluency
Grade 1/Benchmark 1

Total Correct: __________

LNF Response Patterns:

- Makes random errors
- Makes consistent errors on specific letter(s)
- Says letter sound instead of letter name
- Doesn't track correctly
- Other

General Retell Response Patterns for all three passages:

- Summarizes
- Repeats the same detail
- Retells the passage verbatim
- “Speed reads” the passage (i.e., reads quickly with no phrasing or intonation) and has limited retell relative to number of words read
- Talks about own life related to passage
- Other
Acadience Phoneme Segmentation Fluency

Directions

Make sure you have reviewed the directions in the Acadience Reading K–6 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/  
Very good saying all the sounds in “soap.”

Begin testing.

Incorrect response anything other than /s/ /oa/ /p/  
I said “soap,” so you say /s/ /oa/ /p/. Your turn. Say all the sounds in “soap.”

Incorrect response /s/ /oa/ /p/  
Correct response Good. (Begin testing.)

Incorrect response /s/ /oa/ /p/  
Correct response Good. (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.)

Timing 1 minute. Start your stopwatch after saying the first test item.

Wait If the student does not respond within 3 seconds, say the next word.

Discontinue If no sound segments are correct in the first five words, discontinue and record a score of 0.

Reminders If the student spells the word, say Say the sounds in the word. Immediately say the next word. (Allowed one time.)

If the student repeats the word, say Remember to say all the sounds in the word. Immediately say the next word. (Allowed one time.)

Acadience Oral Reading Fluency

Grade 1/Benchmark 3.3

Retell: Going to Market

Now tell me as much as you can about the story you just read. Ready, begin.

Timing 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.

Wait/Reminder

If the student stops or hesitates for 3 seconds, select one of the following (allowed one time):

—If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story.

—Otherwise, ask Can you tell me anything more about the story?

Discontinue After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48
49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71
72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

Retell Total: ________

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

1 Provides 2 or fewer details
2 Provides 3 or more details
3 Provides 3 or more details in a meaningful sequence that captures a main idea
4 Provides 3 or more details in a meaningful sequence that captures a main idea
3 Acadience Oral Reading Fluency
Grade 1/Benchmark 3.3

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.

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 lifted the big triangle sail. The wind filled the cloth, pushing the boat out to sea. The trip would take about an hour, so Ken sat down in the front of the boat. There were often interesting plants and animals to see along the way. He did not want to miss any of them.

Ken’s father kept the boat close to the land. Ken could see clean white beaches lined with coconut trees. A big sea turtle came up for air near the boat. It went back under when the boat got closer. Before long, Ken saw some dolphins. They raced beside the boat for several minutes. Looking back at the coast, Ken saw some monkeys. They were leaping from tree to tree.

The trip seemed too short. Ken’s father turned the boat to the shore and let the sail down. Ken heard the wood scrape on the sand. Now it was time to take the fish to the market. Ken hoped they would sell all their fish quickly. He wanted to sail in the boat again.

Total words: __________
Errors (include skipped words): – __________
Words correct: = __________

Total: __________

1 Acadience Phoneme Segmentation Fluency
Grade 1/Benchmark 1

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

Score

Total: __________
1 Acadience Nonsense Word Fluency

Directions

Make sure you have reviewed the directions in the Acadience Reading K–6 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
Very good reading the word “mip.”

Correct Letter Sounds
Any other response with all the correct letter sounds
Very good. /m/ /i/ /p/ (point to each letter) or “mip” (run your finger under the word as you say it).

Incorrect response
No response within 3 seconds, or response includes any errors

Listen. /m/ /i/ /p/ or “mip.” (Run your finger under the letters as you say the sounds.) 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 response
Very good.

Incorrect response
Okay.

▶ 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 Oral Reading Fluency

Grade 1/Benchmark 3.2

Retell: Parts of a Tree

▶ Now tell me as much as you can about the story you just read. Ready, begin.

Timing
1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.

Wait/Reminder
If the student stops or hesitates for 3 seconds, select one of the following (allowed one time):
— If the student has not said anything at all, provides a very limited response, or provides an off-track response, say "Tell me as much as you can about the story."
— Otherwise, ask "Can you tell me anything more about the story?"

Discontinue
After the first reminder, if the student does not say anything or gets off track for 5 seconds, say "Thank you" and discontinue the task.

Retell Total: __________

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

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
Acadience Oral Reading Fluency
Grade 1/Benchmark 3.2

Now read this story to me. Please do your best reading. Ready, begin.

Total words: __________
Errors (include skipped words): – __________
Words correct: = __________

Parts of a Tree

0 Trees are very tall plants. They come in different shapes and sizes. 12
12 Yet all trees have the same parts. 19
19 The leaves are the green parts of the tree. Some leaves are big and 33
33 flat. Others look like thin needles. No matter their size or shape, leaves 46
46 take in air and sunlight. Trees need air and light to live and grow. 60
60 The hardest, tallest part of the tree is the trunk. The trunk holds up 74
74 the tree. The bark is the part of the trunk that we see. Tiny tubes inside 90
90 the trunk move water and nutrients throughout the tree. The bark 101
101 protects the tubes from animals that visit the tree and from hot and cold 115
115 weather. 116
116 We cannot see the roots of the tree. The roots grow deep into the 130
130 dirt. They keep the tree from falling over. Roots also have little tubes 143
143 inside. They take in water and nutrients from the dirt and move them up 157
157 into the trunk. These things make the tree strong and healthy. 168
168 Seeds are another tree part. They may form in flowers, cones, or 180
180 nuts. They fall on the ground and start to grow. It will take many years, 195
195 but a tiny seed will one day grow into a tall tree. 207

Acadience Nonsense Word Fluency
Directions continued

Timing 1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ) and say Stop after 1 minute.

Wait 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.

Discontinue If the student has no correct letter sounds in the first line, say Stop and record a score of 0.

Reminders If the student does not read from left to right, say Go this way. (Sweep your finger across the row.) (Allowed one time.)
If the student says letter names, say Say the sounds, not the letter names. (Allowed one time.)
If the student reads the word first, then says the letter sounds, say Just read the word. (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 Try to read the words as whole words.
If the student stops (and it’s not a hesitation on a specific item), say Keep going. (Repeat as often as needed.)
If the student loses his/her place, point. (Repeat as often as needed.)
### Acadience Nonsense Word Fluency

**Grade 1/Benchmark 1**

<table>
<thead>
<tr>
<th>Word</th>
<th>Total Correct Letter Sounds (CLS)</th>
<th>Total Whole Words Read (WWR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bol</td>
<td>14 (14)</td>
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<td>kiv</td>
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<td>lel</td>
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<td>14 (14)</td>
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<td>kug</td>
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<td>vov</td>
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<td>ful</td>
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<td>fav</td>
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<td>zec</td>
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<td>sop</td>
<td>15 (15)</td>
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<td>tuv</td>
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<td>zev</td>
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<td>tib</td>
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<td>zak</td>
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<td>zoc</td>
<td>14 (14)</td>
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<td>ac</td>
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<td>bej</td>
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<td>lik</td>
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<tr>
<td>fuf</td>
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</tbody>
</table>

**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

**Total Correct Letter Sounds (CLS):**

**Total Whole Words Read (WWR):**

### Acadience Oral Reading Fluency

**Grade 1/Benchmark 3.1**

**Retell: The Cocoa Stand**

**Now tell me as much as you can about the story you just read. Ready, begin.**

**Timing**: 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.

**Wait/Reminder**: If the student stops or hesitates for 3 seconds, select one of the following (allowed one time):

- If the student has not said anything at all, provides a very limited response, or provides an off-track response, say **Tell me as much as you can about the story.**
- Otherwise, ask **Can you tell me anything more about the story?**

**Discontinue**: After the first reminder, if the student does not say anything or gets off track for 5 seconds, say **Thank you** and discontinue the task.

<table>
<thead>
<tr>
<th>Retell Total:</th>
<th>Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Provides 2 or fewer details</td>
<td>3 Provides 3 or more details in a meaningful sequence</td>
</tr>
<tr>
<td>2 Provides 3 or more details</td>
<td>4 Provides 3 or more details in a meaningful sequence that captures a main idea</td>
</tr>
</tbody>
</table>
The Cocoa Stand

0 Mark and his brother Sam wanted to go to the movies, but they needed money. In the summer they sold cool drinks, but it was very cold outside. (Begin testing.)

27 "I have an idea," said Sam. "We can make hot cocoa, because on such a cold day, everyone will want some cocoa to warm them up." (Begin testing.)

41 Mark loved hot cocoa, but he could not make it. Sam was fifteen, so he could make cocoa, but what could Mark do? (Begin testing.)

77 "You can help, too!" said Sam. "I will work the stove, but you can help mix it together." (Begin testing.)

92 Sam told Mark what they needed to make cocoa. While Sam heated the milk, Mark mixed the cocoa and sugar in a bowl. He added a small amount of vanilla and a tiny bit of salt, and then Sam brought over the hot milk and carefully poured it in. Mark got out a big thermos and Sam poured the hot cocoa into it. Then they put on their warm clothes. (Begin testing.)

136 They also got out chairs and a card table. Sam made a sign that said "Hot Cocoa for Sale!" and Mark drew a picture of a cup of hot cocoa. (Begin testing.)

195 Their neighbor, Ms. Martin, came by. "I'll buy a cup," she said. Sam gave her a cup and she tasted it. "This is really good," she said. "It's the perfect drink for a cold day. Who made such good cocoa?" (Begin testing.)

242 "We both did!" the brothers said.
### 2 Acadience Nonsense Word Fluency
**Directions continued**

<table>
<thead>
<tr>
<th><strong>Timing</strong></th>
<th>1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ) and say Stop after 1 minute.</th>
</tr>
</thead>
</table>
| **Wait**   | 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. |
| **Discontinue** | If the student has no correct letter sounds in the first line, say Stop and record a score of 0. |
| **Reminders** | If the student does not read from left to right, say Go this way. (Sweep your finger across the row.) (Allowed one time.)  
If the student says letter names, say Say the sounds, not the letter names. (Allowed one time.)  
If the student reads the word first, then says the letter sounds, say Just read the word. (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 Try to read the words as whole words.  
If the student stops (and it's not a hesitation on a specific item), say Keep going. (Repeat as often as needed.)  
If the student loses his/her place, point. (Repeat as often as needed.) |

### 3 Acadience Oral Reading Fluency
**Directions**

Make sure you have reviewed the directions in the *Acadience Reading K–6 Assessment Manual* and have them available. Say these specific directions to the student:

- **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.** (Place the passage in front of the student.)
- **Begin testing. Put your finger under the first word** (point to the first word of the passage), **Ready, begin.**

<table>
<thead>
<tr>
<th><strong>Timing</strong></th>
<th>1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ) and say Stop after 1 minute.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wait</strong></td>
<td>If no response in 3 seconds, say the word and mark it as incorrect.</td>
</tr>
</tbody>
</table>
| **Discontinue** | If no words are read correctly in the first line, say Stop, record a score of 0, and do not administer Retell.  
If fewer than 10 words are read correctly on passage #1, do not administer Retell or passages #2 and #3.  
If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage. |
| **Reminders** | If the student stops (not a hesitation on a specific item), say Keep going. (Repeat as often as needed.)  
If the student loses his/her place, point. (Repeat as often as needed.) |
Acadience Nonsense Word Fluency
Grade 1/Benchmark 2

NWF Response Patterns:

- **Total Correct Letter Sounds (CLS):**
- **Total Whole Words Read (WWR):**

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Correct Letter Sounds (CLS)</th>
<th>Whole Words Read (WWR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Says correct sounds out of order (sound-by-sound)</td>
<td>/14 (14)</td>
<td></td>
</tr>
<tr>
<td>Makes random errors</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Says correct sounds and correctly recodes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn't track correctly</td>
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<td></td>
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<tr>
<td>Tries to turn nonsense words into real words</td>
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<td></td>
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<tr>
<td>Makes consistent errors on specific letter sound(s)</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

Acadience Nonsense Word Fluency
Grade 1/Benchmark 3

NWF Response Patterns:

- **Total Correct Letter Sounds (CLS):**
- **Total Whole Words Read (WWR):**

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Correct Letter Sounds (CLS)</th>
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<td></td>
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<tr>
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<tr>
<td>Other</td>
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</tbody>
</table>

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Acadience Nonsense Word Fluency
Grade 1/Benchmark 2

NWF Response Patterns:

- **Total Correct Letter Sounds (CLS):**
- **Total Whole Words Read (WWR):**

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Correct Letter Sounds (CLS)</th>
<th>Whole Words Read (WWR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Says correct sounds out of order (sound-by-sound)</td>
<td>/14 (14)</td>
<td></td>
</tr>
<tr>
<td>Makes random errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says correct sounds, does not recode</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says correct sounds, recodes out of order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says correct sounds, recodes with incorrect sound(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says correct sounds and correctly recodes</td>
<td></td>
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</tr>
<tr>
<td>Doesn't track correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tries to turn nonsense words into real words</td>
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<tr>
<td>Makes consistent errors on specific letter sound(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Acadience Nonsense Word Fluency
Grade 1/Benchmark 3

NWF Response Patterns:

- **Total Correct Letter Sounds (CLS):**
- **Total Whole Words Read (WWR):**

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Correct Letter Sounds (CLS)</th>
<th>Whole Words Read (WWR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Says correct sounds out of order (sound-by-sound)</td>
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<tr>
<td>Other</td>
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<td></td>
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</tbody>
</table>
2 Acadience Oral Reading Fluency
Directions

Make sure you have reviewed the directions in the Acadience Reading K–6 Assessment Manual and have them available. Say these specific directions to the student:

▶️ 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. (Place the passage in front of the student.)

▶️ Begin testing. Put your finger under the first word (point to the first word of the passage). Ready, begin.

---

### Timing

1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket (]) and say Stop after 1 minute.

### Wait

If no response in 3 seconds, say the word and mark it as incorrect.

### Discontinue

If no words are read correctly in the first line, say Stop, record a score of 0, and do not administer Retell. If fewer than 10 words are read correctly on passage #1, do not administer Retell or passages #2 and #3. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.

### Reminders

If the student stops (not a hesitation on a specific item), say Keep going. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

---

3 Acadience Nonsense Word Fluency
Directions continued

<table>
<thead>
<tr>
<th>Timing</th>
<th>1 minute. Start your stopwatch after telling the student to begin. Place a bracket (]) and say Stop after 1 minute.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait</td>
<td>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.</td>
</tr>
<tr>
<td>Discontinue</td>
<td>If the student has no correct letter sounds in the first line, say Stop and record a score of 0.</td>
</tr>
<tr>
<td>Reminders</td>
<td>If the student does not read from left to right, say Go this way. (Sweep your finger across the row.) (Allowed one time.) If the student says letter names, say Say the sounds, not the letter names. (Allowed one time.) If the student reads the word first, then says the letter sounds, say Just read the word. (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 Try to read the words as whole words. If the student stops (and it’s not a hesitation on a specific item), say Keep going. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)</td>
</tr>
</tbody>
</table>
Acadience Nonsense Word Fluency Directions

Make sure you have reviewed the directions in the Acadience Reading K–6 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
Very good reading the word “mip.”

Correct Letter Sounds
Any other response with all the correct letter sounds
Very good. /m/ /i/ /p/ (point to each letter) or “mip” (run your finger under the word as you say it).

Incorrect response
No response within 3 seconds, or response includes any errors
Listen. /m/ /i/ /p/ or “mip.” (Run your finger under the letters as you say the sounds.) 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 response
Very good. (Begin testing.)

Incorrect response
Okay. (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.

Acadience Oral Reading Fluency
Grade 1/Benchmark 2.1

Total words: __________
Errors (include skipped words): – __________
Words correct: = __________

A Jump Rope Contest

0 It was the day of the jump rope contest. Kim and Anna were going to compete. Kim was going to do a new trick. Anna was going to help. 14
14 The two girls watched as younger children took a turn in the contest. The young children jumped and skipped rope in a circle. They were just beginning to learn fancy tricks. 29
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Kim hoped that she would not miss her new trick. Anna was sure that she and Kim would do well. The boys did tricks with kicks and spins. The ropes never stopped turning.

“We’re next,” said Anna.

Kim turned the rope and Anna jumped. Anna did some spins and kicks. Soon it was Kim’s turn to do the tricks. She passed the rope to Anna.

It was time for Kim to do her new trick. She jumped up and did a split in the air. Then she pulled her feet together and touched the ground. Kim hopped back up. She was proud that she had done the trick.

The girls were done, and they left the floor. “We did it!” Kim shouted.
## Acadience Oral Reading Fluency
### Grade 1/Benchmark 2.1

Retell: A Jump Rope Contest

▶ Now tell me as much as you can about the story you just read. Ready, begin.

<table>
<thead>
<tr>
<th>Timing</th>
<th>1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait/ Reminder</td>
<td>If the student stops or hesitates for 3 seconds, select one of the following (allowed one time):</td>
</tr>
<tr>
<td></td>
<td>— If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story.</td>
</tr>
<tr>
<td></td>
<td>— Otherwise, ask Can you tell me anything more about the story?</td>
</tr>
<tr>
<td>Discontinue</td>
<td>After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.</td>
</tr>
</tbody>
</table>

Retell Total: ________

**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 |

---

### General ORF Response Patterns for all three passages:
- Reads with appropriate phrasing, intonation/expression, and observed punctuation
- Self-corrects/monitors meaning
- Shows automaticity on re-read words
- Uses effective decoding strategies
- Errors preserve passage meaning
- Errors violate passage meaning
- Frequently omits words or letters
- Frequently adds words or letters
- Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Frequent errors on phonetically irregular words
- Skips lines
- Other

### General Retell Response Patterns for all three passages:
- Summarizes
- Repeats the same detail
- Retells the passage verbatim
- "Speed reads" the passage (i.e., reads quickly with no phrasing or intonation) and has limited retell relative to number of words read
- Talks about own life related to passage
- Other
Go Fish

It was a cold, snowy day. Abby had invited two friends over to play the card game Go Fish. Abby’s little brother, Tim, had never played and wanted to learn.

“I’ll explain during this game,” said Abby.

Abby showed Tim the cards in her hand, which had different numbers on them. Abby explained that she needed to get all four cards with the same numbers.

Abby’s friend Jen asked Abby if she had any tens. None of Abby’s cards had tens on them. She replied “Go fish,” which meant Jen had to draw a card from the deck.

Now it was Abby’s turn to ask someone for a type of card. Abby had a card with a three on it, so she asked her friend Tess for threes. Tess had one three, so she had to give it to Abby. Abby also had a five, so next she asked Jen for fives. “Go fish, Abby,” said Jen.

Soon, the game was almost over. Abby told Tim he could play for her on her next turn. He drew a card. It was a ten! He knew one of Abby’s friends had tens, but which one? He frowned. Then he remembered.

“Jen, do you have any tens?” he asked. Smiling, Jen gave Tim three tens! Tim now had all four tens. The game was soon complete. Everyone was surprised that Tim and Abby had won!

Tim was confident he could play the next game of Go Fish without help.
Retell: Go Fish

Now tell me as much as you can about the story you just read. Ready, begin.

Timing
1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.

Wait/Reminder
If the student stops or hesitates for 3 seconds, select one of the following (allowed one time):
—If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story.
—Otherwise, ask Can you tell me anything more about the story?

Discontinue
After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

Total words: __________
Errors (include skipped words): — __________
Words correct: = __________

A Busy Bee

0 The sun is rising, telling the bees it’s time to get busy. The worker bees leave the hive. They are looking for nectar, a sweet liquid, and pollen, a yellow dust. The bees use these things to make food and honey.
14 One bee finds a garden and climbs inside a flower. It drinks the nectar. The nectar is stored in a sack in the bee’s body. As it walks around, pollen sticks to its legs.
27 When the nectar sack is full, the bee flies back to the hive. The other workers greet the bee. To tell where the nectar and pollen came from, the worker does a dance. The way the bee moves tells where the garden is. The other bees rush off to get more nectar and pollen.
41 The worker bee climbs over many other bees. Most of them are worker bees, too. One bee is bigger than any other. It is the queen. Her job is to lay eggs. A third kind of bee, the drone, does not have a stinger.
54 The worker gives the nectar and pollen to another worker bee. This worker bee has the job of making food. Once the bee has delivered its load, it flies out again. In all, this worker bee will make about ten trips each day. It might fly as far as six miles away. Now that’s a busy bee!