

grade K



acadience®
reading k-6

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

Benchmark Assessment

Kindergarten Scoring Booklet

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

Acadience Learning
859 Willamette Street, Suite 320
Eugene, Oregon 97401
www.acadiencelearning.org



Acadience is a registered trademark of Acadience Learning Inc.



Please Recycle (Remove identifiable information)

1 Acadience First Sound 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:

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

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

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

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

- Go to the next page.

3 Acadience Nonsense Word Fluency

Grade K/Benchmark 3

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

Total Correct Letter Sounds (CLS): _____

NWF Response Patterns:

Total Whole Words Read (WWR): _____

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

3 Acadience Nonsense Word Fluency

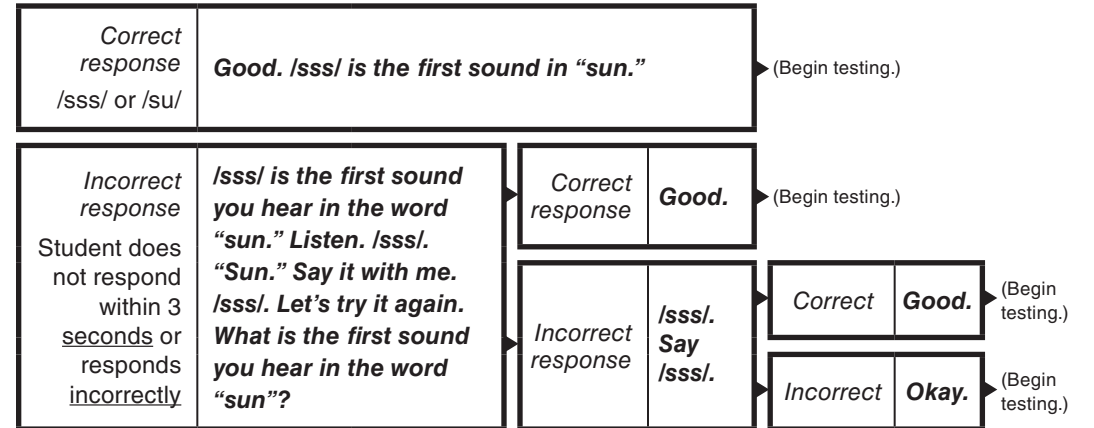
Directions continued

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.)

1 Acadience First Sound Fluency

Directions continued

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



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

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

1 Acadience First Sound Fluency

Grade K/Benchmark 1

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

2-pt responses: _____

x 2: _____ + 1-pt responses: _____ = Total: _____

3 Acadience Nonsense Word Fluency

Directions

Make sure you have reviewed the directions in the *Acadience 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.”	(Begin testing.)						
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).	(Begin testing.)						
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.	<table border="1"> <tr> <td>Correct response</td> <td>Very good.</td> <td>(Begin testing.)</td> </tr> <tr> <td>Incorrect response</td> <td>Okay.</td> <td>(Begin testing.)</td> </tr> </table>	Correct response	Very good.	(Begin testing.)	Incorrect response	Okay.	(Begin testing.)
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.**

3 Acadience Phoneme Segmentation Fluency

Grade K/Benchmark 3

Score

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

Total: _____

PSF Response Patterns:

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

1 Acadience Letter Naming Fluency

Directions

Make sure you have reviewed the directions in the *Acadience 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.**

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 does not name a letter within 3 seconds, mark a slash (/) through the letter and say the correct letter name.
Discontinue	If no letters are named correctly in the first row, say Stop and record a score of 0.
Reminders	<p>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.)</p> <p>If the student skips four or more consecutive letters, say Try to say each letter name. (Allowed one time.)</p> <p>If the student says letter sounds, say Say the letter name, not its sound. (Allowed one time.)</p> <p>If the student stops (not a hesitation on a specific item), say Keep going. (Repeat as often as needed.)</p> <p>If the student loses his/her place, point. (Repeat as often as needed.)</p>

1 Acadience Letter Naming Fluency

Grade K/Benchmark 1

▶ s J z v e X T t V D

f F W Q P q l c O o

R n B w g E d u p y

S m x L k Z a Y H j

i K U G M r A N h C

I b S F f u L A m B

V T Y G e W E a N X

l b M C q z P x i Q

g J O s d Z K o v j

D t h w R U c r I k

n H y p s J z v e X

Total Correct: _____

LNF Response Patterns:

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

3 Acadience Phoneme Segmentation Fluency

Directions

Make sure you have reviewed the directions in the *Acadience 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.”	<table border="1"> <tr> <td>Correct response</td> <td>Good.</td> <td>(Begin testing.)</td> </tr> <tr> <td>Incorrect response</td> <td>Okay.</td> <td>(Begin testing.)</td> </tr> </table>	Correct response	Good.	(Begin testing.)	Incorrect response	Okay.	(Begin testing.)
Correct response	Good.	(Begin testing.)						
Incorrect response	Okay.	(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	<p>If the student spells the word, say Say the sounds in the word. Immediately say the next word. (Allowed one time.)</p> <p>If the student repeats the word, say Remember to say all the sounds in the word. Immediately say the next word. (Allowed one time.)</p>

3 Acadience Letter Naming Fluency

Grade K/Benchmark 3

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

Total Correct: _____

LNF Response Patterns:

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

2 Acadience First Sound Fluency

Directions

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

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

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

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

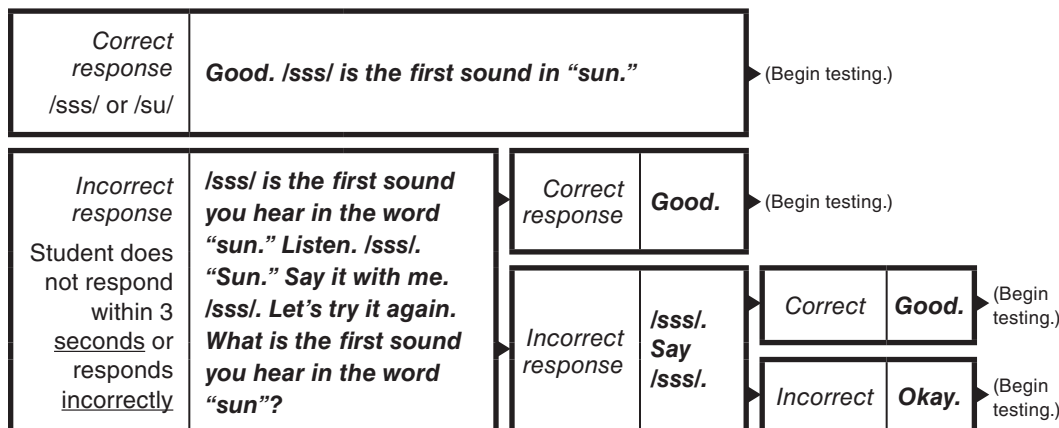
Correct response /mmm/ or /moo/	Good. /mmm/ is the first sound in “moon.”	(Present practice item #3.)
Incorrect response Student does not respond within 3 seconds or responds incorrectly	/mmm/ is the first sound you hear in the word “moon.” Listen. /mmm/. “Moon.” Say it with me. /mmm/. Let’s try it again.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

▶ Go to the next page.

2 Acadience First Sound Fluency

Directions continued

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



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

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

3 Acadience Letter Naming Fluency

Directions

Make sure you have reviewed the directions in the *Acadience 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.**

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 does not name a letter within 3 seconds, mark a slash (/) through the letter and say the correct letter name.
Discontinue	If no letters are named correctly in the first row, say Stop and record a score of 0.
Reminders	<p>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.)</p> <p>If the student skips four or more consecutive letters, say Try to say each letter name. (Allowed one time.)</p> <p>If the student says letter sounds, say Say the letter name, not its sound. (Allowed one time.)</p> <p>If the student stops (not a hesitation on a specific item), say Keep going. (Repeat as often as needed.)</p> <p>If the student loses his/her place, point. (Repeat as often as needed.)</p>

2 Acadience Nonsense Word Fluency

Grade K/Benchmark 2

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

Total Correct Letter Sounds (CLS): _____

Total Whole Words Read (WWR): _____

NWF Response Patterns:

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

2 Acadience First Sound Fluency

Grade K/Benchmark 2

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

2-pt responses: _____

x 2: _____ + 1-pt responses: _____ = Total: _____

2 Acadience Letter Naming Fluency

Directions

Make sure you have reviewed the directions in the *Acadience 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.**

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 does not name a letter within 3 seconds, mark a slash (/) through the letter and say the correct letter name.
Discontinue	If no letters are named correctly in the first row, say Stop and record a score of 0.
Reminders	<p>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.)</p> <p>If the student skips four or more consecutive letters, say Try to say each letter name. (Allowed one time.)</p> <p>If the student says letter sounds, say Say the letter name, not its sound. (Allowed one time.)</p> <p>If the student stops (not a hesitation on a specific item), say Keep going. (Repeat as often as needed.)</p> <p>If the student loses his/her place, point. (Repeat as often as needed.)</p>

2 Acadience Nonsense Word Fluency

Directions continued

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

2 Acadience Nonsense Word Fluency

Directions

Make sure you have reviewed the directions in the *Acadience 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.”	(Begin testing.)
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).	(Begin testing.)
Incorrect response No response within 3 seconds, or response includes any errors	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.**

2 Acadience Letter Naming Fluency

Grade K/Benchmark 2

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

Total Correct: _____

LNF Response Patterns:

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

2 Acadience Phoneme Segmentation Fluency

Directions

Make sure you have reviewed the directions in the *Acadience 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.”	Correct response Good. (Begin testing.)
		Incorrect response Okay. (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.)

2 Acadience Phoneme Segmentation Fluency

Grade K/Benchmark 2

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

Total: _____

PSF Response Patterns:

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