

Acadience Learning
Eugene, Oregon 97401
www.acadiencelearning.org



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survey



Name: _____
Student ID: _____ School Year: _____
Teacher: _____
School: _____

Survey Assessment

Acadience® Reading Survey Scoring Booklet

MAZE	Correct		Incorrect		Adjusted Score		Maze Adjusted Score Level* (circle)		Progress Monitoring Level*
	6						At or Above Benchmark		
	5						Below Benchmark		Reading Composite Score*
	4						Well Below Benchmark		
	3								
ORF (Circle the medians)	Words Correct	Errors	Retell	Retell Quality	Accuracy	Words Correct Score Level (circle)		Accuracy Score Level (circle)	
	6.1					At or Above Benchmark	≥ 120	At or Above Benchmark	≥ 98%
	6.2					Below Benchmark	95–119	Below Benchmark	96–97%
	6.3					Well Below Benchmark	0–94	Well Below Benchmark	0–95%
	5.1					At or Above Benchmark	≥ 130	At or Above Benchmark	≥ 99%
	5.2					Below Benchmark	105–129	Below Benchmark	97–98%
	5.3					Well Below Benchmark	0–104	Well Below Benchmark	0–96%
	4.1					At or Above Benchmark	≥ 115	At or Above Benchmark	≥ 98%
	4.2					Below Benchmark	95–114	Below Benchmark	95–97%
	4.3					Well Below Benchmark	0–94	Well Below Benchmark	0–94%
	3.1					At or Above Benchmark	≥ 100	At or Above Benchmark	≥ 97%
	3.2					Below Benchmark	80–99	Below Benchmark	94–96%
	3.3					Well Below Benchmark	0–79	Well Below Benchmark	0–93%
	2.1					At or Above Benchmark	≥ 87	At or Above Benchmark	≥ 97%
	2.2					Below Benchmark	65–86	Below Benchmark	93–96%
	2.3					Well Below Benchmark	0–64	Well Below Benchmark	0–92%
	1.1					At or Above Benchmark	≥ 47	At or Above Benchmark	≥ 90%
	1.2					Below Benchmark	32–46	Below Benchmark	82–89%
	1.3					Well Below Benchmark	0–31	Well Below Benchmark	0–81%
NWF	1	CLS		WWR		CLS Score		WWR Score	
						At or Above Benchmark	≥ 58	At or Above Benchmark	≥ 13
						Below Benchmark	47–57	Below Benchmark	6–12
						Well Below Benchmark	0–46	Well Below Benchmark	0–5
PSF	K	Score				At or Above Benchmark	≥ 40		
						Below Benchmark	25–39		
						Well Below Benchmark	0–24		
FSF	K	Score				At or Above Benchmark	≥ 30		
						Below Benchmark	20–29		
						Well Below Benchmark	0–19		
LNF	K	Score							

*The Progress Monitoring level corresponds to the student's optimal progress monitoring level based on the Survey process. The Reading Composite Score is calculated at this level, which may require other measures (e.g., Maze) to be administered.

Use the steps listed under “Directions for Conducting Acadience Reading Survey” on pages 7 and 8 of the *Acadience® Reading Survey Manual* to decide whether to conduct Survey and at which level to begin conducting Survey.

Testing Back With Acadience Reading Survey		
Use the decision rules below to decide whether to test back another level with Acadience Reading Survey.		
ORF	If any of these three conditions apply, then use Survey to test in lower levels of ORF, or test back with NWF if going below first-grade ORF:	1. If BOTH the Words Correct and Accuracy scores are at the <i>Below Benchmark</i> score level.
		2. If EITHER or BOTH the Words Correct or Accuracy score is at the <i>Well Below Benchmark</i> score level.
		3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see page 9 in <i>Survey Manual</i>).
NWF	If BOTH NWF CLS and NWF WWR scores are at the <i>Below Benchmark</i> or <i>Well Below Benchmark</i> score level, then use Survey to test back with PSF.	
PSF	If the PSF score is at the <i>Well Below Benchmark</i> score level, then use Survey to test back with FSF.	

Note: For ORF, three passages are administered and the median score is used for decision making. However, if the student earns a score of 10 or fewer words correct on the first passage administered, do not administer the other two passages at that level. Instead, drop back another grade level. For students in third grade and above, if the median score is 20 or fewer words correct, drop back two levels. For example, if a fifth-grade student earns a median score of 18 words correct on fifth-grade benchmark passages, drop back to third-grade passages. If the median Words Correct score on third-grade passages is 19, then drop back two more levels to first-grade passages.

Mastery Level: This is the level of material in which the student’s score or scores are at or above benchmark and, with respect to ORF, the student is reading with adequate comprehension (e.g., as indicated by Retell and/or Maze).

Instructional Level: This is the lowest level in which the student has not mastered the skills necessary for adequate grade-level performance. The instructional level is typically one level above the mastery level.

Progress Monitoring Level: This level represents the optimum level for monitoring student progress. It should simultaneously illustrate: (a) the student’s current level of skills; (b) an instructional goal that the student needs to attain; and (c) progress toward the goal. To be able to illustrate progress, the material must be at a level in which changes in student skills will be apparent. In particular, if the measurement material is too difficult, progress will not be apparent and the student and teacher or interventionist may become discouraged. The progress monitoring level may be the same as the instructional level. However, when monitoring progress in out-of-grade materials, use the highest level of material in which change can be shown in skills targeted for instruction. For ORF, the optimal progress monitoring material is the highest level of material in which the student reads with at least 90% accuracy, and his/her ORF Words Correct is above 20 in first-grade material, 40 in second-grade material, or 50 in third- through sixth-grade materials.

For more information, see the *Acadience Reading Survey Manual*.

Notes:

Notes:

6.1 Acadience Reading Survey

Oral Reading Fluency

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.)

6.1 Acadience Reading Survey
Oral Reading Fluency

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

A Note of Recognition

0 It was Madison’s first day as a swim instructor, and she couldn’t 12
12 stop thinking about her upcoming lesson. While buying hair ties at 23
23 the convenience store before class, she was so distracted that she 34
34 accidentally forgot her water bottle at the counter. The clerk hurried out 46
46 to give it to her, smiling. Madison tried to organize her thoughts as she 60
60 walked into the community swim center. 66
66 Madison met her five beginning swimmers and gave them some 76
76 basic water safety information and swimming tips. Then they all grabbed 87
87 kickboards and got in the pool. As the lesson went on, Madison felt her 101
101 nervousness evaporate. She was an experienced swimmer and knew 110
110 how to demonstrate the skills clearly and simply. She spent a lot of time 124
124 working with a boy named Oliver who was nervous about taking his feet 137
137 off the floor of the pool. By the end of the lesson, he was kicking back 153
153 and forth across the pool with ease. Madison felt proud that she had been 167
167 able to help him conquer his fear. 174
174 The following day, her supervisor at the pool called her into his 186
186 office and said that he had received a note from Oliver’s father. The note 200
200 said, “I just wanted to write and say how much my son enjoyed his swim 215
215 lesson yesterday. He was hesitant about swimming, but he came back 226
226 home so full of excitement and enthusiasm. His helpful swim instructor 237
237 is much appreciated!” 240

Acadience Reading Survey
Composite Score Worksheets

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Fifth Grade Beginning of Year Benchmark

ORF Words Correct = _____ [1]
Retell Score _____ x 2 = _____ [2]
Maze Adjusted Score _____ x 4 = _____ [3]
ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))
Accuracy Value from Table = _____ [4]
Reading Composite Score (add values 1–4) =

Sixth Grade Beginning of Year Benchmark

ORF Words Correct = _____ [1]
Retell Score _____ x 2 = _____ [2]
Maze Adjusted Score _____ x 4 = _____ [3]
ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))
Accuracy Value from Table = _____ [4]
Reading Composite Score (add values 1–4) =

Beginning, Middle, and End of Year	
ORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Acadience Reading Survey
Composite Score Worksheets

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Third Grade Beginning of Year Benchmark

ORF Words Correct = [1]

Retell Score x 2 = [2]

Maze Adjusted Score x 4 = [3]

ORF Accuracy Percent: %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = [4]

Reading Composite Score
(add values 1–4) = []

Fourth Grade Beginning of Year Benchmark

ORF Words Correct = [1]

Retell Score x 2 = [2]

Maze Adjusted Score x 4 = [3]

ORF Accuracy Percent: %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = [4]

Reading Composite Score
(add values 1–4) = []

Beginning, Middle, and End of Year	
ORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

6.1 Acadience Reading Survey
Oral Reading Fluency

A Note of Recognition (continued)

240	Madison was thrilled to get some recognition for her hard work and	252
252	was still smiling when she stopped back at the convenience store again	264
264	for a bottle of juice. There, she saw the same clerk who had returned	278
278	her water bottle the day before. Madison had an idea. She ran home and	292
292	began to write a note to the store manager. “Your helpful clerk is much	306
306	appreciated!” she wrote, glad to know that someone else’s hard work	317
317	would be recognized.	320

Notes:

6.1 Acadience Reading Survey
Oral Reading Fluency

Retell: A Note of Recognition

► 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 <i>one</i> 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
- 4

Provides 3 or more details in a meaningful sequence that captures a main idea

Acadience Reading Survey
Composite Score Worksheets

Do not calculate the composite score if any of the values are missing.

Kindergarten Beginning of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

Reading Composite Score
(add values 1–2) =

First Grade Beginning of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

Reading Composite Score
(add values 1–3) =

Second Grade Beginning of Year Benchmark

NWF WWR Score _____ x 2 = _____ [1]

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

Reading Composite Score
(add values 1–3) =

Beginning of Year	
ORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

K Acadience Reading Survey
Letter Naming Fluency

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

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	

6.2 Acadience Reading Survey
Oral Reading Fluency

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

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

Young Reader's Choice Award

0	Keenan's social studies class was learning about the importance	9
9	of voting. He was eager for the day to arrive when he could voice his	24
24	opinions by casting a vote. He wondered if there was a way to participate	38
38	in the voting process now, so he asked his teacher about possibilities.	50
50	"You have the opportunity to vote right now," she said. She told	62
62	Keenan to visit the school's library to ask about the Young Reader's	74
74	Choice Award. Keenan wasn't exactly certain how an award would help	85
85	him vote, but he was anxious to find out. Keenan immediately walked	97
97	to the library and asked Mr. Alvarez, the librarian, for more information	109
109	about the program. Mr. Alvarez explained that Keenan would have to	120
120	read at least two books from a list of novels written for younger readers	134
134	that had been nominated to receive the Young Reader's Choice Award.	145
145	When Keenan finished reading his books, he was eligible to vote for his	158
158	favorite. Each book was available to check out from the school's library.	170
170	Keenan grabbed a ballot. Then he checked out two of the books listed	183
183	and started reading.	186
186	One week later, Keenan had already finished reading his first two	197
197	books. He was trying to decide whether he should continue reading	208
208	more books on the list before voting when he remembered something	219
219	his teacher had said about being an informed voter. He remembered that	231
231	an informed person gathered as much information as possible about an	242
242	issue before voting. He decided to read all of the nominated books before	255

6.2 Acadiance Reading Survey
Oral Reading Fluency

Young Reader’s Choice Award (continued)

255	voting.	256
256	After finishing all the books, Keenan confidently cast his vote for	267
267	his favorite. Then he anxiously waited for the final results. On the day	280
280	the winner was announced, Keenan went to the library to discover which	292
292	book had won. When Mr. Alvarez told him the name of the winning	305
305	book, Keenan beamed with pride. The book he voted for had won the	318
318	Young Reader’s Choice Award! He was thrilled to discover that not only	330
330	could he vote, but his vote could also make a difference.	341

Notes:

K Acadiance Reading Survey
Letter Naming Fluency

Make sure you have reviewed the directions in the *Acadiance 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	<div>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.)</div> <div>If the student skips four or more consecutive letters, say Try to say each letter name. (Allowed one time.)</div> <div>If the student says letter sounds, say Say the letter name, not its sound. (Allowed one time.)</div> <div>If the student stops (not a hesitation on a specific item), say Keep going. (Repeat as often as needed.)</div> <div>If the student loses his/her place, point. (Repeat as often as needed.)</div>

K Acadience Reading Survey
First Sound Fluency

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. next	/n/	/ne/	0
2. has	/h/	/ha/	0
3. dried	/d/	/dr/ /drie/	0
4. thread	/th/	/thr/ /thre/	0
5. nose	/n/	/noa/	0
6. tribe	/t/	/tr/ /trie/	0
7. work	/w/	/wer/	0
8. clapped	/k/	/kl/ /kla/	0
9. pit	/p/	/pi/	0
10. cried	/k/	/kr/ /krie/	0
11. street	/s/	/st/ /str/ /strea/	0
12. nest	/n/	/ne/	0
13. glide	/g/	/gl/ /glie/	0
14. less	/l/	/le/	0
15. frown	/f/	/fr/ /frow/	0
16. kick	/k/	/ki/	0
17. trade	/t/	/tr/ /tra/	0
18. crew	/k/	/kr/	0
19. large	/l/	/lar/	0
20. gone	/g/	/go/	0
21. broad	/b/	/br/ /bro/	0
22. threw	/th/	/thr/	0
23. kit	/k/	/ki/	0
24. moved	/m/	/moo/	0
25. steep	/s/	/st/ /stea/	0
26. chick	/ch/	/chi/	0
27. truth	/t/	/tr/ /troo/	0
28. foot	/f/	/fuu/	0
29. park	/p/	/par/	0
30. plane	/p/	/pl/ /plai/	0

2-pt responses: _____

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

6.2 Acadience Reading Survey
Oral Reading Fluency

Retell: Young Reader’s Choice Award

► 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 <i>one</i> 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

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

6.3 Acadience Reading Survey Oral Reading Fluency

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Stream of Life

0 A river of blood runs through every person’s body, powered by a 12

12 pump called the heart. This muscle works tirelessly doing a big job: 24

24 keeping us alive and healthy. It’s work that the heart does not do alone; 38

38 rather, a human body has sixty thousand miles of vessels and arteries, 50

50 along with tiny capillaries, that help carry the stream of life to every cell. 64

64 These elements make up our circulatory system. 71

71 All the parts of the circulatory system work together to distribute 82

82 nutrients and oxygen throughout the body as well as to remove carbon 94

94 dioxide and other waste products from the bloodstream. The heart pumps 105

105 two to three ounces of blood with each beat. The blood pumped from the 119

119 heart to the majority of the body is oxygenated, or full of oxygen. 132

132 Arteries leave the left side of the heart, and since they transport blood 145

145 away from the heart, they have thick walls to withstand the pressure 157

157 of the blood rushing through them. Blood flows through increasingly 167

167 smaller branches of the arteries until it reaches the capillaries. These tiny 179

179 tubes have very thin walls, or membranes, allowing oxygen and nutrients 190

190 to diffuse through them into the cells of tissues and organs of the body. 204

204 At the same time, wastes enter the capillaries and make the journey back 217

217 to the heart. 220

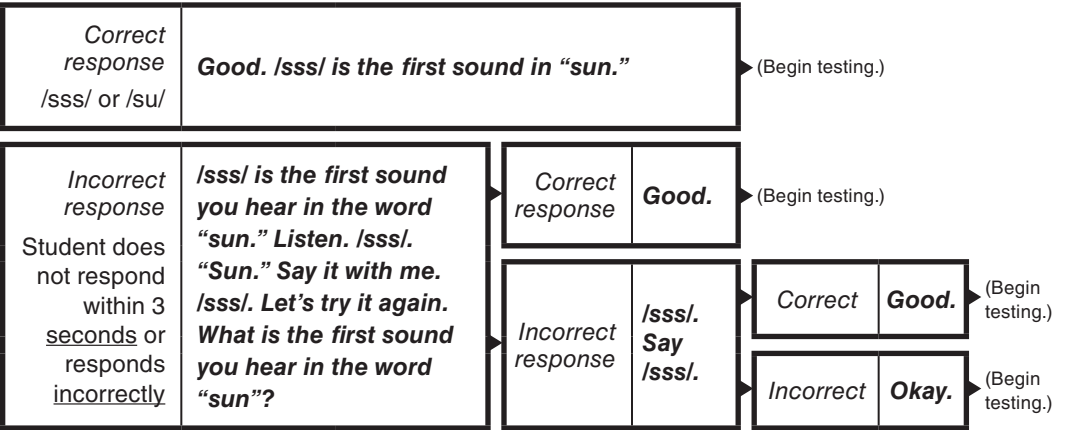
220 Veins are the vessels that carry blood back to the heart. Veins are not 234

234 subject to the same amount of blood pressure, so their walls are thinner. 247

247 In addition, veins have valves, or gates, that open one way and then close 261

K Acadience Reading Survey Phoneme Segmentation Fluency

► 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>

K Acadience Reading Survey
First Sound Fluency

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”?*

<i>Correct response</i> /mmm/ or /ma/	Good. /mmm/ is the first sound in “man.”		(Present practice item #2.)			
<i>Incorrect response</i> Student does not respond within 3 <u>seconds</u> or responds <u>incorrectly</u>	/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”?	<i>Correct response</i>	Good.	(Present practice item #2.)		
		<i>Incorrect response</i>	/mmm/. Say /mmm/.	<i>Correct</i>	Good.	(Present practice item #2.)
				<i>Incorrect</i>	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”?*

<i>Correct response</i> /mmm/ or /moo/	Good. /mmm/ is the first sound in “moon.”		(Present practice item #3.)			
<i>Incorrect response</i> Student does not respond within 3 seconds or responds <u>incorrectly</u>	/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”?	<i>Correct response</i>	Good.	(Present practice item #3.)		
		<i>Incorrect response</i>	/mmm/. Say /mmm/.	<i>Correct</i>	Good.	(Present practice item #3.)
				<i>Incorrect</i>	Okay.	(Present practice item #3.)

► Go to the next page.

6.3 Acadience Reading Survey
Oral Reading Fluency

The Stream of Life (continued)

261	so blood cannot run backwards. If valves in a vein fail, blood can pool up	276
276	and create a vein bulge, called a “varicose vein.” Blood from the veins goes	290
290	into the right side of the heart.	297
297	The right side of the heart pumps blood from the veins to the lungs.	311
311	There, the blood releases its carbon dioxide and absorbs oxygen. The	322
322	lungs then exhale carbon dioxide and inhale more oxygen. This complex	333
333	system for cleaning the blood and moving it through the body is essential	346
346	to life.	348

Notes:

6.3 Acadience Reading Survey
Oral Reading Fluency

Retell: The Stream of Life

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

Table with 2 columns: Instruction/Label and Description. Rows include Timing (1-minute maximum), Wait/Reminder (instructions for 3-second pauses), and Discontinue (instructions for 5-second pauses).

Scoring grid table with 4 rows and 25 columns, numbered 0 to 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
- 4 Provides 3 or more details in a meaningful sequence that captures a main idea

K Acadience Reading Survey
Phoneme Segmentation Fluency

Table for Phoneme Segmentation Fluency with 5 columns: Word, Segments, Segments, Segments, and Score. Rows include words like hung, mask, sign, needs, rug, up, mad, that, crowd, face, asks, belt, kind, stores, shows, be, rich, shut, me, shoe, with, nurse, high, rode.

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

K Acadience Reading Survey
Phoneme Segmentation Fluency

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><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	If the student spells the word, say Say the <u>sounds</u> 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.)

6 Acadience Reading Survey
Oral Reading Fluency

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

5.1 Acadience Reading Survey Oral Reading Fluency

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.)

1 Acadience Reading Survey Nonsense Word Fluency

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

Total Correct Letter Sounds (CLS): _____

Total Whole Words Read (WWR): _____

NWF Response Patterns:

☐ Says correct sounds out of order (sound-by-sound)

☐ Makes random errors

☐ Says correct sounds, does not recode

☐ Says correct sounds, recodes out of order

☐ Says correct sounds, recodes with incorrect sound(s)

☐ Says correct sounds and correctly recodes

☐ Doesn't track correctly

☐ Tries to turn nonsense words into real words

☐ Makes consistent errors on specific letter sound(s)

☐ Other

1 Acadience Reading Survey
Nonsense Word Fluency

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.)

5.1 Acadience Reading Survey
Oral Reading Fluency

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Benjamin’s Treehouse

0	A giant oak tree stretched its branches toward the blue sky, and the	13
13	sun bounced off its shiny green leaves. This tree stood apart from all the	27
27	other trees in the yard. Benjamin and his father looked closely to decide	40
40	if it would make a good place for a treehouse.	50
50	They walked around the tree, inspecting the small and large branches.	61
61	Without saying a word, they agreed that this was the perfect tree for their	75
75	building project.	77
77	Benjamin took a piece of paper and a pencil out of his pocket and	91
91	started to draw a sketch of what he imagined the treehouse would look	104
104	like. As his father made some design suggestions, Benjamin modified the	115
115	drawing. Then the two brainstormed a detailed list of the materials they	127
127	needed to gather before starting construction. Benjamin’s father thought	136
136	they should consider recycling old building materials, such as used	146
146	boards and windows. He pointed toward the remains of the shed he had	159
159	taken apart last summer, suggesting they could find many useful items	170
170	there.	171
171	Benjamin and his father put on thick gloves and started sifting	182
182	through the scraps to pick out what they wanted to use. They found	195
195	pieces of wood, nails, screws, and fasteners. When all the materials were	207
207	gathered, they started constructing the treehouse. Trees require room to	217
217	move and grow, and can be easily damaged. They worked carefully to	229
229	protect the tree.	232

5.1 Acadiance Reading Survey
Oral Reading Fluency

Benjamin's Treehouse (continued)

232	The father and son followed all the safety precautions when working	243
243	with the different kinds of tools. They built each part of the treehouse on	257
257	the ground. Then they hoisted it up into the tree and carefully placed it in	272
272	position. It was hard work, but Benjamin and his father had fun working	285
285	together. When they were finished, they had a great treehouse. It was	297
297	small and simple, but it would provide hours of outdoor fun.	308

Notes:

1 Acadiance Reading Survey
Nonsense Word Fluency

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

<i>Correct Whole Word Read</i> mip	Very good reading the word “mip.”	(Begin testing.)
<i>Correct Letter Sounds</i> 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.)
<i>Incorrect response</i> No response within 3 <u>seconds</u> , 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.	<i>Correct response</i> Very good. (Begin testing.)
		<i>Incorrect response</i> 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.**

1 Acadience Reading Survey
Oral Reading Fluency

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

5.1 Acadience Reading Survey
Oral Reading Fluency

Retell: Benjamin’s Treehouse

► 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 <i>one</i> 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

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

5.2 Acadience Reading Survey
Oral Reading Fluency

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

Total words:
Errors (include skipped words): -
Words correct: =

Ancient Trees

0 You walk into the shadows of a dark and serene forest and are 13
13 surrounded by the tallest trees you've ever seen. Even though you can 25
25 barely see the sky, a feeling of peace settles over you. You have just 39
39 entered the Redwood National Park on the Pacific Coast. 48
48 Redwood trees are among the tallest trees in the world. They begin 60
60 as tiny seeds and grow to the height of small skyscrapers. They are 73
73 members of the evergreen family and have needles similar to those of 85
85 pine trees. Redwoods, like pine trees, also have small cones. 95
95 Redwood trees can be very old. In fact, they regularly grow to be six 109
109 hundred years old, and some may even live for two thousand years. One 122
122 reason that redwood trees live so long is that the bark of an adult tree is 138
138 about a foot thick. This helps protect them from forest fires and keeps 151
151 insects away. Redwood trees have existed for a very long time. Scientists 163
163 believe that relatives of some of today's trees were alive one hundred and 176
176 sixty million years ago, when dinosaurs roamed the earth. 185
185 When the pioneers first reached the West Coast, they began using the 197
197 lumber in redwood forests for construction. Within a hundred years, the 208
208 forests were a fraction of their original size. Redwood National Park was 220
220 created to help preserve what was left of the forests. 230
230 Many visitors to Redwood National Park agree that seeing the park 241
241 is very calming. The park contains plants and animals on land and in the 255
255 ocean. People watch sea lions resting on beaches and bald eagles gliding 267

1.3 Acadience Reading Survey
Oral Reading Fluency

Retell: Let's Make a Smoothie

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

Table with 2 columns: Timing, Wait/Reminder, Discontinue. Describes the procedure for the retelling task, including timing (1-minute maximum), reminders (if student stops or hesitates for 3 seconds), and discontinuation (if student does not say anything or gets off track for 5 seconds).

Table with 26 columns (0-25) and 4 rows (26-48, 49-71, 72-94). A grid for recording word counts for each line of the story.

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

1.3 Acadience Reading Survey
Oral Reading Fluency

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Let's Make a Smoothie

0 There is one drink that you can have any time during the day. It is 15

15 a smoothie. A smoothie is a good breakfast drink because it has fruit 28

28 and yogurt. The fruit also makes it taste sweet, so a smoothie can be a 43

43 dessert. As a snack, a smoothie is a good choice, too. It fills you up and 59

59 gives you lots of energy. Best of all, a smoothie is very healthy. 72

72 There are many ways to make a smoothie. Here is just one of those 86

86 ways. 87

87 First, get one cup of yogurt. Yogurt makes a smoothie creamy. Some 99

99 people use a half-cup of milk, though. That is fine, too. Put the yogurt or 115

115 milk in a blender. 119

119 Next, pick a fruit, such as bananas or strawberries. If you use a 132

132 banana, cut one whole banana into pieces. Measure out one cup of 144

144 any other fruit. You can use fresh or frozen fruit. Spoon the fruit into the 159

159 blender. 160

160 Now drop in six ice cubes. Ask your mother or father to turn on the 175

175 blender. Mix all the things until the ice is gone. Your smoothie should be 189

189 thick and creamy. You may need to add some more ice if it is too thick. 205

205 When the smoothie is done, pour it into a glass. It is time to enjoy 220

220 your delicious drink! 223

5.2 Acadience Reading Survey
Oral Reading Fluency

Ancient Trees (continued)

267 above the cliffs. Some come just to see the migrating gray whales. 279

279 Further inland, visitors may see elk, deer, and black bears. Others like to 292

292 photograph the soft clouds of fog along the coastline. 301

301 If you go to Redwood National Park, be sure to take your camping 314

314 equipment. Camping is allowed in the park and you can spend a few days 328

328 or more in the shadows of the giant trees. 337

Notes:

5.2 Acadience Reading Survey
Oral Reading Fluency

Retell: Ancient Trees

► 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 <i>one</i> 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
- 4

Provides 3 or more details in a meaningful sequence that captures a main idea

1.2 Acadience Reading Survey
Oral Reading Fluency

Retell: Taking Eggs 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 <i>one</i> 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
- 4

Provides 3 or more details in a meaningful sequence that captures a main idea

1.2 Acadience Reading Survey
Oral Reading Fluency

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Taking Eggs to Market

0 The chickens walked all over the yard. They were looking for bugs to 13
13 eat. Kate walked around the yard, too, but she was looking for eggs. The 27
27 shells were hard to see because they matched the color of the grass. 40
40 Kate’s family raised chickens. They sold the eggs at a market each 52
52 Saturday. Kate helped by picking up the eggs every morning and 63
63 evening. 64
64 Kate found one more egg under a bush and walked to the barn. 77
77 She gave the eggs to her mother. Together, they washed and dried 89
89 them. Then they put them in boxes. After the eggs had dried, Kate’s 102
102 mother checked them for cracks. Now they were ready to go to the 115
115 market. Kate and her mother loaded all the eggs into the truck. 127
127 Kate liked to go to the market. Some people sold food they grew, like 141
141 beans and berries. Other people sold things they made, like rings and 153
153 necklaces. Kate hoped the family with the grapes was there. Kate loved 165
165 grapes. 166
166 When they got to the market, people were waiting for the fresh 178
178 eggs. They gave Kate’s mother the money, and Kate handed the eggs to 191
191 them. In a short time, the eggs were sold out. 201
201 “You have worked hard,” Kate’s mother said, giving her some money. 212
212 “You can buy a treat!” 217
217 Kate saw the family with the grapes at the end of the row. She knew 232
232 just which treat she would get. 238

5.3 Acadience Reading Survey
Oral Reading Fluency

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Respiratory System

0 Take a deep breath. Can you feel the air expanding your lungs? What 13
13 you are feeling is your body’s respiratory system at work. This system is 26
26 what allows you to inhale the air you need to survive. It has many parts 41
41 that function together. Your respiratory system extracts oxygen from the 51
51 air you breathe, and then sends this essential gas to the cells throughout 64
64 your body. 66
66 When you inhale or breath in, air enters your body through your nose 79
79 and mouth, which are connected to the windpipe. The windpipe has a 91
91 small flap that closes to prevent food or liquid from accidentally going 103
103 into the lungs. If you run your fingers down the front of your neck, you 118
118 can feel part of your windpipe. The bottom of your windpipe splits into 131
131 two separate branches, one branch leading to each of your two lungs. 143
143 Your lungs are an extremely important part of your respiratory 153
153 system. You have two lungs, one on the right side of your chest and one 168
168 on the left side. Your lungs are protected by your ribs. Inside your lungs 182
182 there are numerous small tubes that resemble twigs on a tree, and at the 196
196 end of these tubes are tiny air sacs. There are many blood vessels inside 210
210 your lungs that allow your blood to pick up oxygen from the air. Your 224
224 blood transports the oxygen to cells throughout your body. When the 235
235 cells in your body use the oxygen, they create carbon dioxide as a waste 249
249 product. Your blood carries this waste back to your lungs, where it is put 263
263 back into the air. Consequently, when you exhale or breathe out, your 275

5.3 Acadience Reading Survey
Oral Reading Fluency

The Respiratory System (continued)

275	respiratory system disposes of the harmful gas.	282
282	Whether you are inhaling or exhaling, your respiratory system is	292
292	hard at work. It is providing the breath of life so you can thrive.	306

Notes:

1.1 Acadience Reading Survey
Oral Reading Fluency

Retell: Twins Learn to Surf

► 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 <i>one</i> 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
- 4

Provides 3 or more details in a meaningful sequence that captures a main idea

1.1 Acadience Reading Survey
Oral Reading Fluency

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Twins Learn to Surf

0 In the summers, Ben and his twin Will went to live at the beach. They 15

15 stayed with their Aunt Joy. She lived at the beach. She always planned 28

28 fun things for them to do. The twins would often play in the waves and 43

43 build giant castles out of sand. 49

49 Ben and Will also liked to watch the surfers. Every year, the twins 62

62 asked their aunt to teach them to surf. This was the first year that she 77

77 finally said they were old enough to take surfing lessons. The boys could 90

90 not wait to start surfing. 95

95 The next day Will and Ben went to the beach to meet their surfing 109

109 teacher. The teacher told them the safety rules. Then their lessons 120

120 began. The teacher had them practice “pop ups” on the beach. To pop 133

133 up, first you lie flat on your board or on the beach. Then, you push up 149

149 your arms and hop to your feet. All surfers must learn this skill. 162

162 Every day the twins learned a new skill. They learned how to take 175

175 their surfboards into the water and how to choose a good wave. By 188

188 the end of the week, Ben and Will could both stand on their boards. 202

202 They were happy to finally be able to surf. Both agreed it was their best 217

217 summer ever. 219

5.3 Acadience Reading Survey
Oral Reading Fluency

Retell: The Respiratory System

► 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 <i>one</i> 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
- 4 Provides 3 or more details in a meaningful sequence that captures a main idea

5 Acadience Reading Survey
Oral Reading Fluency

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

1.1 Acadience Reading Survey
Oral Reading Fluency

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	<p>If no words are read correctly in the first line, say Stop, record a score of 0, and do not administer Retell.</p> <p>If fewer than 10 words are read correctly on passage #1, 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>
Reminders	<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 Reading Survey
Oral Reading Fluency

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

4.1 Acadience Reading Survey
Oral Reading Fluency

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	<p>If no words are read correctly in the first line, say Stop, record a score of 0, and do not administer Retell.</p> <p>If fewer than 10 words are read correctly on passage #1, 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>
Reminders	<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>

4.1 Acadiance Reading Survey
Oral Reading Fluency

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

Tea Around the World

0 According to a Chinese legend, an emperor was drinking a cup of 12
12 warm water when the wind blew some leaves into it. The emperor didn't 25
25 want to waste the water, so he continued to drink. He was delighted by 39
39 the flavor as he drank the world's first cup of tea. Soon, people all over 54
54 China were enjoying the new drink. 60
60 Whether or not the story is true, one thing is certain: tea got its start 75
75 in China. The Chinese have been drinking it for more than five thousand 88
88 years. Over time, people who traveled from China to other places 99
99 introduced tea to the rest of the world. 107
107 Many countries have their own customs for serving tea. In 117
117 ceremonies in China, tea is brewed in several different ways. People take 129
129 time to sip and enjoy the delicate flavor of each brew. The Japanese hold 143
143 tea ceremonies, too. They prepare and serve tea in a beautiful setting to 156
156 help people calm their minds and meditate. 163
163 In Morocco, people burn incense while they drink tea. They brew 174
174 their tea with mint and sugar in silver teapots and serve it in small 188
188 glasses. The teapot is held high above the glasses while pouring so a 201
201 bubbly foam will form in each glass. 208
208 Russians make tea in an invention called a "samovar." It has a teapot 221
221 on top of a tall chimney that is placed over a fire. They brew very strong 237
237 tea and fill each cup only halfway. Then they add enough plain hot water 251
251 to fill the cup. 255

2.3 Acadiance Reading Survey
Oral Reading Fluency

Retell: Juggling

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

Table with 2 columns: Timing, Wait/Reminder, Discontinue. Describes the 1-minute maximum timing and criteria for waiting, reminding, or discontinuing the task.

Table with 4 rows and 25 columns. A grid of numbers from 0 to 94 for timing tracking.

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

2.3 Acadience Reading Survey
Oral Reading Fluency

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

Total words:
Errors (include skipped words): -
Words correct: =

Juggling

0 Deb walked with her family down a busy street in their city. They 13
13 saw people performing. Some were playing guitars and singing. Others 23
23 were drawing or painting. Deb wanted to stop and watch a juggler. 35
35 She watched him begin by tossing three balls in the air. He kept adding 49
49 one ball at a time until there were six of them. Then he changed to 64
64 bowling balls. He kept changing his act, making it harder and harder. 76
76 Deb wanted to watch him all day, but her family had other things to do. 91
91 She decided she would learn how to juggle. That way, she could watch 104
104 herself perform. 106
106 Back at home, Deb asked her mother how to juggle. Her mother 118
118 did not know. Deb asked other people she knew, but no one could tell 132
132 her how to juggle. The next week at school, Deb asked the librarian. The 146
146 librarian did not know how to juggle, but she knew how to help Deb. 160
160 She helped Deb find a book all about juggling. Deb checked it out. She 174
174 couldn't wait to get started. 179
179 The book told Deb to start with small beanbags. They are soft and 192
192 easy to juggle. Her brother had some beanbags, so Deb borrowed 203
203 three and then studied the book. The book split learning to juggle into 216
216 small steps. Deb worked hard to master each step. She practiced facing 228
228 her bed so she didn't have to pick the bags off the floor every time she 244
244 fumbled a catch. She worked at it for a little bit each day, and soon Deb 260
260 was juggling. She couldn't wait to show her family her new trick. 272

4.1 Acadience Reading Survey
Oral Reading Fluency

Tea Around the World (continued)

255 In India, street vendors sell tea with buffalo milk and sugar. 266
266 Sometimes they add cinnamon and sweet spices, too. Many people also 277
277 enjoy having afternoon tea in elegant hotel tea rooms. 286
286 In England, people like to drink tea any time of the day. Most 299
299 families gather for afternoon tea on weekends, and hotels serve afternoon 310
310 tea all week. Afternoon tea is often served with little sandwiches and 322
322 dainty desserts. 324
324 No matter how or where tea is served, it has the same effect. Tea 338
338 makes people take time to relax and enjoy a cup together! 349

Notes:

4.1 Acadience Reading Survey

Oral Reading Fluency

Retell: Tea Around the World

► 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 <i>one</i> 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
- 4

Provides 3 or more details in a meaningful sequence that captures a main idea

2.2 Acadience Reading Survey

Oral Reading Fluency

Retell: Beach Volleyball

► 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 <i>one</i> 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
- 4

Provides 3 or more details in a meaningful sequence that captures a main idea

2.2 Acadience Reading Survey
Oral Reading Fluency

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Beach Volleyball

0 There is a lot to do at the beach. You can play in the waves or look 17
17 for shells. Jill was at the beach with a lot of her family members. She was 33
33 having fun, but she was the only child there. She longed to have other 47
47 children to play with. Jill asked an aunt to take a stroll with her. Luckily, 62
62 her aunt agreed. 65
65 Jill and her aunt had only walked a short distance down the beach 78
78 when Jill spotted a volleyball and a net for public use. She picked up the 93
93 ball and hit it up in the air. She had seen people play volleyball, but she 109
109 had never played. Her aunt showed her how to serve the ball over the 123
123 net. They practiced hitting the ball back and forth. 132
132 They were so engaged in play, they did not notice two people 144
144 approaching. It was another child and a man. They asked if they could 157
157 play, too. Of course, Jill agreed. With two people on each team, they 170
170 began playing. 172
172 Soon, other people walked up. Everyone wanted to play beach 182
182 volleyball! The teams kept getting larger. Each person had a great time. 194
194 When their game was over, they took a walk on the beach together. All 208
208 the children swam and played while the adults watched. 217
217 Afterwards, Jill and her aunt walked back to their family’s spot on 229
229 the beach. “Beach volleyball is a great way to meet new friends,” Jill 242
242 said. Her aunt agreed. 246

4.2 Acadience Reading Survey
Oral Reading Fluency

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Performing Magic

0 Have you ever watched a magic show and wished you knew the 12
12 magician’s secrets? Maybe you’d like to do magic tricks yourself. 22
22 Watching experts do magic is the best way to learn. You can study the 36
36 tricks they do, as well as how they keep people fooled and fascinated. 49
49 There are hundreds of magic tricks, but many are similar. For 60
60 example, many are vanishing acts. The object used in the trick may be 73
73 a bird or a flower or another object, but it is always covered by a scarf 89
89 and then disappears. Another common trick is the reverse of a vanishing 101
101 act. A cloth is spread over an empty table or the magician’s empty hand. 115
115 Then it is lifted to reveal something that has appeared out of thin air. You 130
130 may think the object comes from a secret compartment in the table or the 144
144 magician’s sleeve. Still, if you don’t see it happen, you can never say for 158
158 sure! 159
159 The magic “fix” is another popular trick. In this act, it seems that 172
172 the magician breaks something and then magically puts it back together. 183
183 Often it is a watch or other item that the performer takes from someone 197
197 in the audience. This holds people’s interest because they want to see 209
209 whether the volunteer will get the item back. 217
217 Magic transport tricks are more advanced tricks. In these acts, the 228
228 magician’s assistant disappears from the stage and pops up somewhere 238
238 else. She may appear at the back of the theater or on a platform high 253
253 above the stage. A good magician performs the trick without giving any 265

4.2 Acadience Reading Survey

Oral Reading Fluency

Performing Magic (continued)

265	clues about how it’s done. Even if you’re sure there’s a trick involved,	278
278	you can’t quite say what it is!	285
285	Books and videos can teach you many easy magic tricks. You can	297
297	only learn the best tricks from real magicians, though. They reveal what	309
309	they know only to skilled performers. With practice, you might learn to	321
321	do basic tricks well enough to prove that you’re serious. Then maybe you	334
334	will learn the magicians’ best-kept secrets!	341

Notes:

2.1 Acadience Reading Survey

Oral Reading Fluency

Retell: Helping Readers

► 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 <i>one</i> 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

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

2.1Acadience Reading Survey
Oral Reading Fluency

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

Helping Readers

0 Lots of children like to read books. In large towns, they can go to 14
14 the library. But some towns do not have libraries. Other towns have small 27
27 ones with few books. In these towns, children may have a hard time 40
40 finding books to read. 44
44 One day, young Brandon did not go to school. His teachers were 56
56 having a work day. His mom took him to work with her. She worked at 71
71 a children’s center. Many children went to the center after school. That 83
83 day, Brandon went to a meeting with his mom about opening a library 96
96 at the center. They could not come up with a way to solve the problem 111
111 of money. There was too little money to buy all the books. 123
123 The next day, the teacher gave the class a challenge. She asked 135
135 them if they could find a way to help others in their town. Brandon 149
149 told his class about the plan to open a library at the center. The boys 164
164 and girls in Brandon’s class all wanted to help with a book drive. Many 178
178 brought old books from home. They collected all the books the center 190
190 needed! 191
191 Brandon did not stop there. He knew that many others required 202
202 books. Brandon and his mom started a group called “Book Ends.” The 214
214 group works to collect books and support libraries. They want to make 226
226 sure that children everywhere have books to read. After all, you cannot 238
238 practice reading if you do not have a book! 247

4.2Acadience Reading Survey
Oral Reading Fluency

Retell: Performing Magic

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

Table with 2 columns: Timing, Wait/Reminder, Discontinue. Describes the procedure for the retelling task, including timing (1-minute maximum), reminders (if student stops or hesitates for 3 seconds), and discontinuation (if student does not say anything or gets off track for 5 seconds).

Table with 4 rows and 25 columns. Contains a grid of numbers from 0 to 94, used for tracking word counts during the reading survey.

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

4.3 Acadience Reading Survey
Oral Reading Fluency

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Pen Pal Surprise

0Just before winter break, the fourth-graders sent cardboard cutouts10of themselves to their pen pals. Kate had worked hard on hers and was24pleased that Cardboard Kate looked so much like her. She mailed the36cutout and a letter to the Bahamas and waited eagerly for Martin to49answer.50A few days later, Martin received Cardboard Kate in the mail. He62read Kate’s letter asking him to take her on a tour of his life. Martin was78so excited that he went right outside and photographed Cardboard Kate89in front of his house and all around the neighborhood. That evening, his102mother cooked his favorite meal of spicy stewed fish. Martin taped a114plastic fork to Cardboard Kate’s hand and stood her next to the food. He128got some great pictures of the cutout eating supper with his family.140The next day, Martin’s family went to a big parade. Lively bands152filled the streets. Dancers moved to the rhythm in dazzling costumes163made of jewels and crepe paper. One dancer wore a headdress that175towered six feet above his head! Martin asked him to hold Cardboard187Kate. The dancer held the cutout up high while Martin took a199photograph. Then Martin handed the cutout to a man playing a drum211made from a big metal barrel. The drummer held Cardboard Kate next to224his face with one hand and pounded his drum with the other. Everyone237laughed at the wild-eyed face he made as Martin snapped the picture.250As everyone danced and sang, Martin took pictures of Cardboard Kate261

2.1 Acadience Reading Survey
Oral Reading Fluency

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 Reading Survey
Oral Reading Fluency

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

4.3 Acadience Reading Survey
Oral Reading Fluency

A Pen Pal Surprise (continued)

261	celebrating right along with them.	266
266	A week later, the mail carrier delivered a package to Kate. Inside she	279
279	found a scrapbook filled with Martin’s pictures. She laughed out loud	290
290	at the funny captions he had written telling what Cardboard Kate was	302
302	seeing and doing. It made her feel as if she had been to the Bahamas	317
317	herself. Kate wondered how she could thank her pen pal. As she turned	330
330	the last page, something fell out of the book. It was Cardboard Martin!	343
343	Kate knew just what to do.	349

Notes:

4.3Acadience Reading Survey

Oral Reading Fluency

Retell: A Pen Pal Surprise

► 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 <i>one</i> 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
- 4

Provides 3 or more details in a meaningful sequence that captures a main idea

3.3Acadience Reading Survey

Oral Reading Fluency

Retell: Independence Day in India

► 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 <i>one</i> 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
- 4

Provides 3 or more details in a meaningful sequence that captures a main idea

3.3 Acadience Reading Survey
Oral Reading Fluency

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

Total words: _____
Errors (include skipped words): - _____
Words correct: = _____

Independence Day in India

Table with 3 columns: Line number, Text, and Word count. The text describes Independence Day in India, mentioning holidays, the nation's birthday, and traditions like flying kites and fireworks.

4 Acadience Reading Survey
Oral Reading Fluency

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

3.1 Acadience Reading Survey

Oral Reading Fluency

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.)

3.2 Acadience Reading Survey

Oral Reading Fluency

Retell: Caring for Sheep

► *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 <i>one</i> 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
- 4

Provides 3 or more details in a meaningful sequence that captures a main idea

3.2 Acadiance Reading Survey
Oral Reading Fluency

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

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

Caring for Sheep

Connor and his family lived on a sheep farm in New Zealand. There were always a lot of chores that needed to be done. All year long, Connor helped to care for the sheep. The sheep had to be fed every day. There were fences that needed repair and fields to plant. Connor also helped out with the newborn lambs. Connor's favorite time of the year was the spring. Spring was the time of year for clipping the wool from the sheep. Clipping the wool is called "shearing." One reason Connor liked shearing was because visitors would often come to help. This year, some of Connor's cousins would be coming. The shearing would take three to five days. They would all be working hard, but it would be fun to be together. Even at its busiest, shearing time often seemed like a big family party to Connor. Each day, the shearers began their work early in the morning and continued until the late afternoon. Four of them could shear more than eight hundred sheep in a day. Connor and his cousins helped to divide the wool, also called the "fleece." The dirty wool is pulled away from the cleaner, whiter fleece. The cousins also helped with sweeping. There was always a lot to sweep up after the shearing! At the end of the day, all of the workers had dinner together. Connor liked this part the best. This time with his family and friends made the hard work seem like nothing at all.

3.1 Acadiance Reading Survey
Oral Reading Fluency

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

Northern Lights

The days were getting shorter and the weather was turning cold. Winter in Alaska could be hard for many people, but not for Hanna. Winter was her favorite time of the year. Winter is always the best time to see the Northern Lights. Hanna would see the Northern Lights in the Alaskan night sky when it was very dark. The bright, moving ribbons of light often appeared for a few minutes at a time, but could last for many hours. Hanna thought the lights were beautiful. Her family often saw them when driving home at night. They even had special family times when the lights were especially bright. Hanna, her dad, and her sister would bundle up in parkas and lie on the snow in their front yard. Bundling up to watch the lights was one of Hanna's favorite things to do in the winter. Hanna remembered her grandfather telling her the legend of the lights. The lights were considered a gift to the people of the world as they moved north. The lights helped the people on their journey in winter when there was very little sunlight. At school, Hanna learned more about the lights. They are caused by solar winds in the Earth's upper atmosphere. The winds collide with gas molecules to create light. This process is very similar to what happens in a neon sign. Hanna loved learning about the Northern Lights so much that she chose to do a report on them. She even used the report as her science fair

3.1 Acadience Reading Survey
Oral Reading Fluency

Northern Lights (continued)

Table with 3 columns: Line number, Text, and Line number. Rows include: 255 project at the end of the school year. Hanna never grew tired of watching 269, 269 for the lights. When she saw them, she felt connected to all her ancestors 283, 283 who had looked up on a cold Alaskan night to see the sparkling ribbons of 298, 298 light overhead. 300

Notes:

3.1 Acadience Reading Survey
Oral Reading Fluency

Retell: Northern Lights

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

Table with 2 columns: Instruction/Category and Description. Rows include: 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 with 25 columns and 4 rows of numbers from 0 to 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
- 4 Provides 3 or more details in a meaningful sequence that captures a main idea