

aimsweb

Test of Early Literacy Administration
and Scoring Guide

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Overview

Grades	Kindergarten and 1
Administration	Individual Paper presentation of test forms (probes) Paper or computer-assisted recording of errors
Working Time	1 minute for each of four measures
Scoring	On paper: Use the Examiner's Copy to hand score and calculate total scores. Online: Record errors on screen (automatic scoring)

Introduction

The Test of Early Literacy comprises four individually administered standardized measures for kindergarten and Grade 1. These measures are Letter Naming (LN), Letter Sound (LS), Phonemic Segmentation (PS), and Nonsense Word (NW). TEL is designed to be used in the universal screening (benchmarking) of all students at the beginning, middle, and end of the school year. It is also used for frequent progress monitoring of students identified as at-risk. There are 31 to 33 different test forms (*probes*) for each grade. One to three forms are used for screening (at the recommended seasons) and the other 30 are used for progress monitoring. See the *Introduction to aimsweb* document, available on the **aimsweb** site, for an explanation of the various ways in which (TEL or curriculum-based measures, such as TEL), may be used.

You must follow all directions carefully to be able to use the normative (national, district, or school) data accurately in making decisions or drawing conclusions about a student's performance. Altering the instructions to students, the presentation of the probes, or the time allowed for each probe, or using probes as teaching instruments invalidates any decisions made or conclusions reached about student performance. It is important that you (the examiner) become familiar with these administration directions before administering any of the probes from the four TEL measures.

General Considerations for Using TEL Measures

The four TEL measures, tasks, and scoring criteria are briefly described in the following table.

Measure	What Students Do	What is Scored
Letter Naming (LN)	Say the names of visually presented letters for 1 minute	Number of Letters Named Correctly
Letter Sound (LS)	Say the sounds of visually presented letters for 1 minute	Number of Letter Sounds Said Correctly
Phonemic Segmentation (PS)	Say the phonemes in orally presented words for 1 minute	Number of Segments Said Correctly
Nonsense Word (NW)	Say the sounds of visually presented non-real words for 1 minute	Number of Letter Sounds Said Correctly

Typically, you do not need to administer all measures at each season, for each grade. The following table shows the preferred timeline for administering the measures. These are the seasons during which national norms were collected; however, you may adjust administration times to suit scheduling needs.

Seasonal Screening Timeline

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
Letter Naming	Letter Naming	Letter Naming	Letter Naming		
	Letter Sound	Letter Sound	Letter Sound		
	Phonemic Segmentation	Phonemic Segmentation	Phonemic Segmentation	Phonemic Segmentation	
	Nonsense Word (optional)	Nonsense Word	Nonsense Word	Nonsense Word	Nonsense Word
				R-CBM	R-CBM

Testing Conditions

Try to have the same examiner test the student at each administration during the year. Younger children tend to perform better with a familiar examiner.

Kindergarten and Grade 1 students often are easily distracted and some of the tests require listening to sounds, so make sure the room where testing occurs is quiet and away from distractions. Test the student while seated at a small table or at the corner of a large table.

Choosing a Probe

For universal screening (i.e., benchmark testing) with a TEL measure, administer the single probe designated for the student's grade level and the benchmark period. For each measure, there is one unique benchmark probe for each grade level and benchmark period (Probe 1 for Fall, Probe 2 for Winter, and Probe 3 for Spring).

For TEL progress monitoring, use a single, different probe for each administration. The probes (designated probes 4–33) are equivalent and you can give them in any order, *as long as you use a different probe at each assessment of a particular student*. There are two ways to do this.

1. In **aimsweb** version 1.0, the Progress Monitor probe numbers are listed in random order on the Score Entry screen. You may choose a different probe number from the drop-down menu.

In **aimsweb** version 2.0, the Assess screen displays the probes that have not been administered to the student, as well as the probes the student has completed.

OR

2. You may administer probes in numerical order.

Use the method that fits your workflow and ensures that you do not inadvertently give a student the same probe twice.

Paper or Computer-Assisted Administration

There are two ways to record the student's performance—on paper or computer-assisted. In either situation, the student reads from a printed page for Letter Naming, Letter Sound, and Nonsense Word. In **aimsweb** version 1.0, the **aimsweb** Manager at your school will download a master copy of the probe and Examiner's Copy from the **aimsweb** site. You may photocopy these as needed.

In **aimsweb** version 2.0, you (teachers, examiners) also have the ability to access probes and Examiner's Copies.

Please keep the probes and Examiner's Copies in a secure place before and after use.

Instead of printing the Examiner's Copy, you may print the Test of Early Literacy Booklet for Kindergarten or Grade 1. Each booklet contains administration directions, the Examiner's Copies for all four of the TEL probes, and a notes and observations page. Print one booklet for each student to be tested. You also need to print student copies of the probes.

Each probe is available in two typefaces, serif and sans serif. Select the version that is more appropriate for your curriculum.

Recording the Student's Performance

- For paper administration—use the Examiner's Copy.
- For computer-assisted administration—click or touch the computer monitor screen or tablet. With the computer-assisted administration, the computer or tablet times the administration and calculates the score.

The specific administration and scoring procedures for each measure are presented in this Guide. Regardless of which administration mode you use, you must familiarize yourself with this information.

Testing Students With Special Accommodations

The general principles governing the use of accommodations in **aimsweb** administration for students with disabilities are described in the *Introduction to aimsweb document*. Whenever normative interpretations will be made (typically, in universal screening), it is important to adhere to the specific TEL guidelines described below so that interpretations will be accurate. You may use a wider range of accommodations in progress monitoring, as long as you apply them consistently across the monitoring period.

Like any other test, the TEL may be inappropriate for some students. For students with certain speech impairments (e.g., moderate to severe stuttering disorder), students who are hearing impaired and exclusively use sign language, or students with disabilities that interfere with perceiving the text (e.g., uncorrected vision impairment that is not adequately accommodated by enlarged text), TEL may not be a valid measure of early literacy skills.

Accommodations for Screening With TEL

The following accommodations are allowed for TEL screening (benchmarking) administration:

- enlarging the test form (probe),
- repeating spoken directions when introducing the TEL, and
- modifying the environment (e.g., special lighting).

The following are *not allowed* as screening accommodations:

- extending the administration time,
- providing feedback during administration beyond what is specified,
- providing practice administrations, and
- students pre-reading the probes.

Making Accommodations When Progress Monitoring With TEL

In addition to the screening accommodations allowed, other appropriate accommodations (including extending the administration time) may be made for TEL progress monitoring as long as

- the accommodations are applied consistently for the student throughout the progress-monitoring period, and
- normative interpretations are not made.

Document any accommodations made for the student in the **aimsweb** system (in Program Description), so that anyone interpreting the report understands the conditions under which progress monitoring was conducted.

Entering Scores in the aimsweb System

With paper administration, you must enter the scores into the system. If you used a computer or mobile device to administer any TEL measure, the scores are automatically calculated and saved in the system. For more information, refer to Appendix A of the *aimsweb Software Guide*.

General Administration Procedures for Letter Naming

For Letter Naming, the student must identify as many upper and lower-case letter names as possible in 1 minute. The student reads from a page similar to the one shown below. This task is appropriate for students at the beginning, middle, and end of Kindergarten, and the beginning of first grade.

While the student names letters for 1 minute, record any errors on the Examiner's Copy. Errors are substitutions, omissions, or struggling with a letter for more than 3 seconds. See the Letter Naming Scoring Directions for details on how to identify correct and incorrect letter names.

Before beginning the administration, make sure your testing area is reasonably quiet and away from distractions. For paper administration, make sure you have recorded the student's name and the date on your Examiner's Copy.

Letter Naming

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

Materials You Will Need for Letter Naming

Paper Administration

You will need a printed copy of the

- Letter Naming Administration Directions,
- Letter Naming probe for the student to read (this copy is reusable), and
- Letter Naming probe Examiner's Copy for you to score.

You will also need

- a timer, clock, or watch that shows seconds;
- a pencil or pen for scoring; and
- a clipboard or other device so that you can record performance without the student seeing the Examiner's Copy.

You also may want to use a voice recorder so that you can refer to it when reviewing how you scored the student's performance or for qualitative analysis.

Computer-Assisted Administration

You will need

- a computer or tablet that is connected to the Internet;
- a printed copy of the Letter Naming Administration Directions;
- a printed copy of the Letter Naming probe for the student to read (this copy is reusable); and
- a voice recorder (*optional*).



LETTER NAMING ADMINISTRATION DIRECTIONS

Place the student test form (probe) in front of the student.

Place the Answer Key or computer/device screen in front of you, shielded from the student's view.

Say to the student:

Here are some letters (point to the student copy). **Begin here** (point to the first letter) **and tell me the names of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Do you have any questions?** (Answer any questions the student may have and re-read directions if necessary.) **Put your finger under the first letter. Ready, begin.** Begin timing.

As the student reads, follow along on the Examiner's Copy or screen and mark any errors (letters named incorrectly or not named within 3 seconds).

Paper administration: Draw a slash (/) through the incorrect letter. If the student self-corrects within 3 seconds, mark the self-correction with an "SC."

Computer-assisted administration: Click/touch the incorrect letter. If the student self-corrects within 3 seconds, click/touch the letter again to remove the mark.

Do not correct errors. Mark them as incorrect and let the student continue reading. If a student stops or struggles with a letter for 3 seconds, tell the student the letter name, mark it as incorrect, and then point to the next letter and say: **What letter?** Do this as often as needed during the administration.

The first time the student says the letter sound rather than the letter name, say:

Remember to tell me the letter name, not the sound it makes. This letter is (say the letter name). Mark the letter as incorrect. You may provide this prompt *only once* during the administration. If the student provides the letter sound on a later item, mark it as incorrect and make a note at the top of the Examiner's Copy, but do not give feedback.

At the end of 1 minute, place a bracket (]) after the last letter named and say: **Stop.** For computer-assisted administration, click on the last letter name attempted.

Discontinue Rule

If a student makes errors without self corrections on 10 consecutive letters, discontinue the probe. Give credit for any letters correct before the discontinue rule was met.

Letter Naming Scoring Directions

Students receive 1 point for every letter named correctly in 1 minute.

Scoring Guidelines

Substitution. If a student says the name of a different letter, or says something that is not a letter name, score this as an error.

Omission. If a student omits or skips a letter, score the letter as an error.

Stops or Struggles. If a student stops or struggles with a letter for 3 seconds, mark it as incorrect.

San Serif. On the probes with san serif font, the upper case I (i) and lower case l (L) look alike. Give credit for a response of either *i* or *L*.

Articulation and Dialect. Do not penalize the student for imperfect pronunciation due to articulation problems or dialect differences. This is a professional judgment and should be based on the student's responses and any prior knowledge you have of the student's speech patterns.

Skipped Row. If a student skips an entire row, draw a line through the row (or, in computer-assisted administration, click/touch the box to the left of the row). Do not count the row in scoring.

Using the Examiner's Copy (Paper Administration)

Write the student's name and date on the Examiner's Copy. It is the same probe the student reads from, except for the cumulative letter count shown at the end of each line. This makes it easier to identify the number of the last letter name the student attempted.

Write the total number of letter names the student produced correctly and the number of errors at the bottom of the Examiner's Copy. To help you tally, the total cumulative number of letters is printed at the end of each line on the Examiner's Copy. For computer-assisted administration, the system automatically counts the number correct and the number of errors.

General Administration Procedures for Letter Sound

For Letter Sound, the student must identify as many lower-case letter sounds as possible in 1 minute. The student reads from a page similar to the one shown below. This task is appropriate for students at the middle and end of Kindergarten, and the beginning of first grade.

While the student says the sounds of lower case letters in the probe for 1 minute, record any errors. Errors are omissions, substitutions, and struggling with a letter for more than 3 seconds. See the Letter Sound Scoring Directions for details on how to identify correct and incorrect letter sounds. You may need to modify pronunciation examples to be consistent with regional dialects.

Before beginning the administration, make sure your testing area is reasonably quiet and away from distractions. For paper administration, make sure you have recorded the student's name and the date on your Examiner's Copy.

For paper administration, write the total number of letter sounds produced correctly and the number of errors at the bottom of the Examiner's Copy. To help you tally, the total cumulative number of letters is printed at the end of each line on the Examiner's Copy.

For computer-assisted administration, the system automatically counts the number correct and the number of errors.

Letter Sound

m	s	i	z	b	n	k	h	f	o
l	i	o	s	o	y	t	v	e	d
m	j	p	s	a	m	l	w	v	o
z	m	s	e	d	r	l	u	c	n
t	r	m	w	k	t	m	o	f	g
a	p	s	d	w	f	h	f	e	w
k	b	c	v	y	z	h	a	g	b
a	l	u	e	l	g	g	b	h	u
w	v	j	n	t	j	b	c	u	y
n	o	r	p	l	t	y	z	r	j

Materials You Will Need for Letter Sound

Paper Administration

You will need a printed copy of the

- Letter Sound Administration Directions,
- Letter Sound probe for the student to read (this copy is reusable),
- Letter Sound probe Examiner's Copy, and
- Common Sounds Pronunciation Guide.

You will also need

- a timer, clock, or watch that shows seconds;
- a pencil or pen for scoring; and
- a clipboard or other device so that you can record performance without the student seeing the Examiner's Copy.

You also may want to use a voice recorder so that you can refer to it when reviewing how you scored the student's performance or for qualitative analysis.

Computer-Assisted Administration

You will need

- a computer or tablet that is connected to the Internet;
- a printed copy of the Letter Sound Administration Directions;
- a printed copy of the Letter Sound probe for the student to read (this copy is reusable);
- the Common Sounds Pronunciation Guide; and
- a voice recorder (*optional*).



LETTER SOUND ADMINISTRATION DIRECTIONS

Place the student probe in front of the student.

Place the Examiner's Copy or computer/device screen in front of you, shielded from the student's view.

Say to the student:

Here are some letters (point to the student copy). **Begin here** (point to first letter) **and tell me the sounds of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Do you have any questions?** (Answer any questions the student may have and re-read directions if necessary). **Put your finger under the first letter. Ready, begin.** Begin timing.

Follow along on the Examiner's Copy or screen and mark any letter sounds made incorrectly or not made within 3 seconds.

Paper administration: Draw a slash (/) through the incorrect letter. If the student self-corrects within 3 seconds, mark the self-correction with an "SC."

Computer-assisted administration: Click/touch the incorrect letter. If the student self-corrects within 3 seconds, click/touch the letter again to remove the mark.

Do not correct errors. If a student stops or struggles with a letter for 3 seconds, tell the student the letter sound and then mark it as incorrect. Point to the next letter and say:

What sound? Do this as often as needed during the administration.

The first time the student says the letter name rather than the letter sound, say:

Remember to tell me the sound the letter makes, not its name. Mark the letter as incorrect. You may provide this prompt *only once* during administration. If the student provides the letter name on a later item, mark it as incorrect and make a note at the top of the Answer Key, but do not give feedback.

At the end of 1 minute, place a bracket (]) after the last letter sound made and say: **Stop.** For computer-assisted administration, click on the last letter sound attempted.

Discontinue Rule

If a student produces sounds incorrectly for 10 consecutive letters, discontinue the probe. Give credit for any correct letter sounds before the discontinue rule was met.

Letter Sound Scoring Directions

Students receive 1 point for every letter sound they make correctly in 1 minute.

Scoring Guidelines

The student must provide the most common sound of the letter, as shown in the Common Sounds Pronunciation Guide. If the student says a less common sound, score it as an error. For vowels, the most common sound is the short-vowel sound.

Substitutions. If a student says the sound of a different letter, score this as an error.

Omissions. If a student omits or skips a letter, score the letter as an error.

Stops or Struggles. If a student stops or struggles with a letter for 3 seconds, mark it as incorrect.

Articulation and Dialect. Do not penalize a student for imperfect pronunciation due to articulation problems or dialect differences. Use your professional judgment, any prior knowledge you have of the student's speech patterns, and the student's responses.

Skipped Row. If a student skips an entire row, draw a line through the row (or, in computer-assisted administration, click/touch the box to the left of the row). Do not count the row in scoring.

Common Sounds Pronunciation Guide

Letter	Example	Letter	Example
a	<i>bat</i>	k	<i>kit</i>
e	<i>bet</i>	l	<i>lot</i>
i	<i>bit</i>	m	<i>man</i>
o	<i>top</i>	n	<i>not</i>
u	<i>hut</i>	p	<i>pan</i>
b	<i>bat</i>	r	<i>ran</i> (initial position only)
c	/k/ as in <i>bic</i>	s	<i>sat</i>
d	<i>dad</i>	t	<i>top</i>
f	<i>fan</i>	v	<i>van</i>
g	<i>pig</i> (final position only)	w	<i>wet</i> (initial position only)
h	<i>hat</i> (initial position only)	y	<i>yak</i> (initial position only)
j	<i>jet</i>	z	<i>zipper</i>

General Administration Procedures for Phonemic Segmentation

For Phonemic Segmentation, the student says the sounds in words that you (teacher, examiner) present orally. The words are three-letter (CVC) or two-letter (VC) words, similar to those shown in the following figure. This task is appropriate for students at the middle and end of Kindergarten, and the beginning and middle of first grade.

Before beginning the administration, make sure your testing area is reasonably quiet and away from distractions. For paper administration, make sure you have recorded the student's name and the date on your Examiner's Copy.

Phonemic Segmentation

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	_____ /6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	_____ /6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	_____ /6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	_____ /7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	_____ /6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	_____ /7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	_____ /6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	_____ /6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	_____ /6
jet	/j/ /e/ /t/	of	/o/ /v/	_____ /5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	_____ /7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	_____ /7
Total				_____ /75

Materials You Will Need for Phonemic Segmentation

No printed probe is needed for the student.

Paper Administration

You will need a printed copy of the

- Phonemic Segmentation Administration Directions and
- Phonemic Segmentation probe Examiner's Copy.

You will also need

- a timer, clock, or watch that shows seconds;
- a pencil or pen for scoring; and
- a clipboard or other device so that you can record performance without the student seeing the Examiner's Copy.

You also may want to use a voice recorder so that you can refer to it when reviewing how you scored the student's performance or for qualitative analysis.

Computer-Assisted Administration

You will need

- a computer or tablet that is connected to the Internet;
- a printed copy of the Phonemic Segmentation Administration Directions; and
- a voice recorder (*optional*).



PHONEMIC SEGMENTATION ADMINISTRATION DIRECTIONS

Place the Examiner's Copy or computer/device screen in front of you, shielded from the student's view.

Say to the student:

I am going to say a word. After I say it, I want you to tell me all the sounds in the word. So, if I say, *Sam*, you would say /s/ /a/ /m/. Let's try one (1-second pause). **Tell me the sounds in *mop*.**

Correct Response

If the student says, /m/ /o/ /p/, you say: **Very good.**

Incorrect Response

If the student says any other response, you say: **The sounds in *mop* are /m/ /o/ /p/. Your turn. Tell me the sounds in *mop*.** Let the student respond. Here is your first word. Say the first word and start your stopwatch.

Follow along on the Examiner's Copy or screen and record the student's performance. Mark any incorrect segments or segments the student does not say within 3 seconds as errors.

Paper administration: Underline each sound segment produced correctly. Draw a slash (/) through a segment produced incorrectly. If the student self-corrects within 3 seconds, mark the self-correction with an "SC."

Computer-assisted administration: Click/touch the incorrect segment. If the student self-corrects within 3 seconds, click/touch the segment again to remove the mark.

Allow the student up to 3 seconds for each sound segment. If the student does not say the first (or next) sound segment of a word after 3 seconds, give the next word and mark the segments not produced as errors.

As soon as the student is finished saying the sounds of a word, present the next word.

At the end of 1 minute, place a bracket (]) after the last segment attempted. For computer-assisted administration, click on the last word attempted.

Discontinue Rule

If a student does not give any sound segments correctly in the first 5 words, discontinue the probe and record a score of zero.

Phonemic Segmentation Scoring Directions

Score 1 point for each sound segment produced correctly in 1 minute. A correct sound segment is one the student produces that correctly corresponds to the word presented.

Give credit for each correct sound segment, even if the student has not segmented the word fully (i.e., to the phoneme level). Give credit for complete, incomplete, or overlapping segmentation. (However, do not award any points if the student says the whole word without any segmentation.) When marking correct sound segments (in paper administration), use underlining to indicate the size of the segment the student produced.

Examples of Correct Responses

Complete Segmentation. Each segment is at the phoneme level.

Word	Student Says	Scoring	Correct Segments
trick	"t...r...i...ck"	<u>t/</u> <u>r/</u> <u>i/</u> <u>k/</u>	4/4

Incomplete Segmentation. Some segments are combinations of phonemes.

Word	Student Says	Scoring	Correct Segments
trick	"tr...ick"	<u>t/</u> <u>r/</u> <u>i/</u> <u>k/</u>	2/4
cat	"c...at"	<u>k/</u> <u>a/</u> <u>t/</u>	2/3

Overlapping Segmentation: Adjacent segments include the same phoneme(s).

Word	Student Says	Scoring	Correct Segments
Trick	"tri...ick"	<u>t/</u> <u>r/</u> <u>i/</u> <u>k/</u>	2/4
Cat	"c...cat"	<u>k/</u> a/ t/	1/3

Note: In the cat example, the student receives a point for producing the /k/ sound, but no points for repeating the entire word.

Responses Accepted Without Penalty

Additions. Do not count additions as errors if they are separated from the other sounds in the word.

Word	Student Says	Scoring	Correct Segments
trick	t...r...i...ck...s	<u>t/</u> <u>r/</u> <u>i/</u> <u>k/</u>	4/4
cat	s...c...a...t	<u>k/</u> <u>a/</u> <u>t/</u>	3/3

Schwa Sounds. Do not count schwa sounds (/u/) added to consonants as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.

Word	Student Says	Scoring	Correct Segments
trick	tu...ru...i...ku	/t/ /r/ /i/ /k/	4/4
cat	ku...a...tu	/k/ /a/ /t/	3/3

Articulation and Dialect. Do not penalize the student for imperfect pronunciation due to articulation problems or dialect differences. This is a professional judgment and should be based on the student's responses and any prior knowledge you have of the student's speech patterns.

Elongated Sounds. A student may elongate the individual sounds and say them without a clear break between them. As long as it is clear that the student is aware of each sound individually, score each sound as correct.

Examples of Incorrect Responses

Omissions. A student does not receive credit for a sound segment not produced within 3 seconds of hearing the word or of saying the preceding sound. If a student stops or struggles with a sound segment for 3 seconds, mark it as incorrect.

Word	Student Says	Scoring	Correct Segments
trick	"t...ick"	<u>/t/</u> /r/ <u>/i/</u> /k/	2/4
cat	"c"...(3 seconds)	<u>/k/</u> /a/ /t/	1/3

No Segmentation. If the student repeats the entire word, score each sound segment as incorrect.

Segment Mispronunciation. If the student mispronounces a sound segment (after making allowances for articulation and dialect), score the segment as incorrect.

Word	Student Says	Scoring	Correct Segments
trick	"t...r...i...ks"	<u>/t/</u> /r/ <u>/i/</u> /k/	3/4
cat	"b...a...t"	/k/ /a/ <u>/t/</u>	2/3

For paper administration, write the total number of correctly produced sound segments at the bottom of the Examiner's Copy. Use the numbers at the end of each line to assist you with scoring. For computer-assisted administration, the system automatically counts the number of correct sound segments.

General Administration Procedures for Nonsense Word

The Nonsense Word measure requires the student to say each sound (or the whole words) in non-real words for 1 minute. The student reads from a page similar to the one shown below. This task is appropriate for students at the middle and end of Kindergarten, and at the beginning, middle, and end of first grade. It may also be appropriate for monitoring the progress of older children with limited skills in letter-sound correspondence.

The student says the sounds in non-real words for 1 minute, during which you record any errors. Errors are substitutions, omissions, mispronunciations, or struggling with a letter for more than 3 seconds. See the Nonsense Word Scoring Directions for examples of correct and incorrect letter sounds.

If you are not recording the administration, it is important to score the probe immediately after you complete administration to ensure accurate results.

Nonsense Word uses two practice words printed on a separate Practice Sheet, as part of the administration instructions. When explaining the practice nonsense words, say the letter sounds the same way they sound in the word (e.g., say the *i* in *bim* as a short /i/).

Before beginning the administration, make sure your testing area is reasonably quiet and away from distractions. For paper administration, make sure you have recorded the student's name and the date on your Examiner's Copy.

Nonsense Word

Student					Examiner					
tob	dos	et	tuf	kej	tob	dos	et	tuf	kej	___/14
mun	ik	saf	naf	mid	mun	ik	saf	naf	mid	___/14
jag	vof	biv	sel	yic	jag	vof	biv	sel	yic	___/15
liv	hef	zis	jom	vaj	liv	hef	zis	jom	vaj	___/15
raj	ak	kuj	rit	hik	raj	ak	kuj	rit	hik	___/14
buj	vog	kap	daf	doz	buj	vog	kap	daf	doz	___/15
sig	zog	meb	kag	lin	sig	zog	meb	kag	lin	___/15
mup	tik	zok	eg	fub	mup	tik	zok	eg	fub	___/14
hoc	wik	fup	reg	yem	hoc	wik	fup	reg	yem	___/15
toj	mam	en	zez	hij	toj	mam	en	zez	hij	___/14
zuz	fez	dut	nas	wus	zuz	fez	dut	nas	wus	___/15
nos	yez	neg	ek	jal	nos	yez	neg	ek	jal	___/14
ak	vib	ic	tak	hul	ak	vib	ic	tak	hul	___/13
kan	hez	piv	az	vuv	kan	hez	piv	az	vuv	___/14
tej	wiv	pik	fif	koj	tej	wiv	pik	fif	koj	___/15
Total ___/216										

Materials You Will Need for Nonsense Word

Paper Administration

You will need a printed copy of the

- Nonsense Word Administration Directions,
- Nonsense Word probe for the student to read (this copy is reusable),
- Nonsense Word probe Examiner's Copy, and the
- Nonsense Word Practice Sheet for students (reusable).

You will also need

- a timer, clock, or watch that shows seconds;
- a pencil or pen for scoring; and
- a clipboard or other device so that you can record performance without the student seeing the Examiner's Copy.

You also may want to use a voice recorder so that you can refer to it when reviewing how you scored the student's performance or for qualitative analysis.

Computer-Assisted Administration

You will need

- a computer or tablet that is connected to the Internet;
- a printed copy of the Nonsense Word Administration Directions;
- a printed copy of the Nonsense Word probe for the student to read (this copy is reusable);
- a printed copy of the Nonsense Word Practice Sheet for students (reusable), and
- a voice recorder (*optional*).



NONSENSE WORD ADMINISTRATION DIRECTIONS

Place the Practice Sheet in front of the student, and say:

Look at this word (point to bim). **It's a made-up word, not a real word. All the letters have sounds:** (point to each letter in turn as you say it) **/b/, /i/, /m/, Altogether, the sounds are** (point to each letter) **/b/ /i/ /m/, or bim.** (Run your finger fast through the whole word.) **Remember, it is a made-up word. You can say the sounds of the letters, /b/ /i/ /m/** (point to each letter), **or you can say the whole word bim.** (Run your finger fast through the whole word.) **Be sure to say any sounds you know.**

Ready? Let's try one. Read this word the best you can (point to lat). **Point to each letter and tell me the sound or tell me the whole word.**

Correct Response

If the student says *lat* or says some of all of the sounds, say: **That's right. The sounds are /l/ /a/ /t/ or lat.**

Incorrect Response

If the student does not respond within 3 seconds or responds incorrectly, say: **Watch me:** (point to each letter in turn) **/l/, /a/, /t/. Altogether, the sounds are /l/ /a/ /t/** (point to each letter) or **lat** (run your finger fast through the whole word). **Remember, you can say the sounds of the letters or you can say the whole word. Let's try again. Read this word the best you can** (point to lat).

Place the student probe in front of the student.

Place the Examiner's Copy or computer/device screen in front of you, shielded from the student's view. Say:

Here are some more made-up words (point to the student probe). **When I say begin, start here** (point to the first word), **go across the page** (run your finger across the page), **and read the words the best you can. Remember, you can tell me the sound of the letter or you can say the whole word. Put your finger under the first word. Ready, begin.** Begin timing.

When you are sure the student clearly understands the task, use these shortened directions.

When I say begin, start here (point to the first word), **go across the page** (run your finger across the page), **and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin.**



Follow along on the Examiner's Copy or screen and record the student's performance.

Paper administration. Underline () each correct letter sound the student provides in isolation, or underline the entire word if the student correctly says the word. Draw a slash (/) through each letter read incorrectly or omitted. If the student self-corrects within 3 seconds, mark the self-correction with an "SC."

Computer-assisted administration. Click/touch any incorrect or omitted letters. If the student self-corrects within 3 seconds, click/touch the letter again to remove the mark.

Do not correct errors. If a student stops or struggles with a sound for 3 seconds, tell the student the sound and say: **Next sound!** If the student does not respond, or if he or she responds incorrectly, point to the next word.

At the end of 1 minute, place a bracket (]) after the last sound attempted. Allow the student to complete the word he or she is reading, and then say: **Stop.** For computer-assisted administration, click on the last nonsense word attempted.

Discontinue Rule

If the student does not say any sounds correctly in the first 5 words, discontinue the probe and record a score of 0.

Nonsense Word Scoring Directions

Score 1 point for every letter sound the student correctly produces in 1 minute, whether the student makes an individual sound or makes the sound as part of the whole word.

Scoring Guidelines

Correct letter sounds are the same as those for the Letter Sound measure.

Examples of Correct Responses

To be correct, a student must produce the individual letter sounds that make up the word, or say the sounds as part of a blend.

Word	Student Says	Scoring	Correct Segments
bik	/b/ /i/ /k/ or bik	<u>b</u> i k or b i <u>k</u>	3/3

Best Performance. If the student says some or all of the sounds in isolation and also says the whole word, score according to the better performance.

Word	Student Says	Scoring	Correct Segments
bik	b...a...k...bik	<u>b</u> i k	3/3
bik	b...i...bit	<u>b...i</u> k	2/3

Sounds Produced Out of Order. If the student says the sounds in isolation, give credit for each correct sound even if they are out of order.

If the student says blended sounds, give credit only for correct sounds that are in the correct location.

Word	Student Says	Scoring	Correct Segments
sim	m...i...s	m <u>i</u> s	3/3
sim	Mis	m <u>i</u> s	1/3

Other Scoring Considerations

Repeated Sounds. Do not give additional credit for saying a letter sound more than once while sounding out a word.

Insertions. Do not penalize the student for inserting extra letter sounds; ignore them in scoring.

Articulation and Dialect. Do not penalize the student for imperfect pronunciation due to articulation problems or dialect differences. This is a professional judgment and should be based on the student's responses and any prior knowledge you have of the student's speech patterns.

Examples of Incorrect Responses

Skipped Row. If a student skips an entire row, draw a line through the row (or, in computer-assisted administration, click/touch the box to the left of the row). Do not count the row in scoring.

For paper administration, write the total number of correct letter sounds at the bottom of the Examiner's Copy. Use the numbers at the end of each line to assist you with scoring. For computer-assisted administration, the system automatically counts the number of correct sounds.