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TRAINING WORKBOOK

Administration and Scoring of *Medidas Incrementales de Destrezas Esenciales (MIDE)* for Use with *AIMSweb*

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This manual is to be used as a supplement to the *AIMSweb MIDE Power Point Training Presentation* and *AIMSweb MIDE Training Video Tape*.

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Dear *AIMSweb MIDE* Subscriber:

Welcome to the *AIMSweb* formative assessment and basic skills improvement system. *AIMSweb* provides teachers, school administrators, and parents a complement to the summative (high stakes) assessment/evaluation model prevalent in education today. Rather than just providing school systems with information about student learning at the end of the school year, *AIMSweb* organizes and reports the results of simple, accurate, low-cost, and more frequent testing using validated General Outcomes Measures like Curriculum Based Measurement during the school year. The *AIMSweb* formative assessment model informs the instructional process as it occurs by identifying at-risk students as early as possible and importantly, those students who are learning and those who are not progressing satisfactorily. The distinction between “did they learn last year” and “are they learning this year” expresses a paradigm shift, one that is critical for quality improvement!

The long-term educational goal for children who begin school with Spanish as their first language is success on a par with native speakers of English, a success that comes gradually over the course of their education. Extensive research has documented the correlation between reading success in the first language and reading success in the second language. Therefore, by collecting meaningful data regarding early literacy skills in Spanish, we can inform instruction in such a way that we will have a positive impact on the ultimate success of those students in an English curriculum.

The *AIMSweb MIDE* system consists of four components:

1. Two web-based data management and information reporting programs to report and graph the results of measurement of early literacy skills and oral reading fluency.

- ***AIMSweb MIDE Benchmark*** manages, evaluates, reports, and charts the results of triennial school benchmark assessments for students in Kindergarten and Grade 1.
- ***AIMSweb MIDE Progress Monitor*** allows teachers to monitor students at risk or those students with more severe educational needs more frequently to evaluate the effects of intervention and document appropriate instructional changes.

2. Standard General Curriculum Assessment Materials:

- ***Medidas Incrementales de Destrezas Esenciales***: A set of 3 equivalent Standard Benchmark *MIDE* Measures to assess Phonemic Awareness, Phonics and beginning reading in Spanish for Kindergarten and Grade 1 in order to establish fall, winter, and spring benchmarks.
- ***Medidas Incrementales de Destrezas Esenciales for Progress Monitoring***: A set of 30 equivalent *MIDE* Measures in Spanish for more frequent and continuous monitoring of early literacy skills (30 tests for each early literacy indicator and 16 reading CBM probes).

3. Training Workbooks designed to train staff to implement the *AIMSweb MIDE* system.

- **Administration and Scoring of *Medidas Incrementales de Destrezas Esenciales* for Use in General Outcomes Measurement.**
- **Organizing and Implementing a Benchmark Assessment Program**
- ***AIMSweb* Progress Monitor – Strategies for Writing Individualized Goals in General Education and More Frequent Formative Evaluation**

4. Online Support:

AIMSweb MIDE users become members of a community of users and an online support site (**AIMSonline**) designed to solve problems, answer questions, and contribute to professional development and successful implementation. A network of Strategic School Partners and Certified *AIMSweb* Trainers located around the country are available for inquiries, expertise, training, onsite visits, etc. *AIMSweb* “informs” the teaching and learning process by providing continuous student performance data and reports improvement to students, parents, teachers, and administrators.

Our promise to you is simple. Use of the *AIMSweb* system will improve instruction, increase achievement, and report improvement to all stakeholders.

Gary Germann
President/CEO

Steven Jennen,
Vice President/CTO

Overview of AIMSweb Training Materials

This is one in a series of Training Workbooks developed to accompany *AIMSweb* (Achievement Improvement Monitoring System). The purpose of the series is to provide instruction, delivery models, and practice opportunities to better use *AIMSweb* to improve achievement outcomes.

Administration and Scoring of AIMSweb Early Numeracy Measures provides instruction and practice in the skill areas of early numeracy. The workbook describes four fluency measures designed to assess early numeracy acquisition from early Kindergarten to Grade 1, including Oral Counting, Number Identification, Quantity Discrimination, and Missing Number. The workbook is accompanied by a videotape of students taking these tests to demonstrate key features of administering and scoring each indicator. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

Administering and Scoring of Reading Curriculum-Based Measurement (R-CBM) for Use in General Outcome Measurement provides instruction and practice in the skill area of reading. The workbook is accompanied by the *AIMSweb* Practice Video which contains segments of students reading to demonstrate key features of administering and scoring the graded reading tests. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

Administering and Scoring of Spelling Curriculum-Based Measurement (S-CBM) for Use in General Outcome Measurement provides instruction and practice in the skill area of spelling. The workbook is to be used with the *AIMSweb* Practice Video which also contains demonstrations of key features of administering the graded spelling lists. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

Administering and Scoring of Early Literacy Measures for Use in General Outcome Measurement provides instruction and practice in the skill areas of early reading. The workbook describes four fluency measures designed to assess early literacy acquisition from early Kindergarten to Grade 1, including Letter Names, Letter Sounds, Phonemic Segmentation, and Nonsense Words. The workbook is accompanied by a videotape of students taking these tests to demonstrate key features of administering and scoring each indicator. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

Administering and Scoring of Reading Maze for Use in General Outcome Measurement provides instruction and practice in the skill area of reading comprehension. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

Administration and Scoring of Medidas Incrementales de Destrezas Esenciales for use in General Outcomes Measurement provides instruction and practice in the skill areas of assessing early reading in Spanish. The workbook describes six fluency measures designed to assess early literacy acquisition from early Kindergarten through Grade 1, including Letter Names, Letter Sounds, Syllable Segmentation, Syllable Reading, Syllable and Word Spelling and Oral Reading Fluency. The workbook is accompanied by a video tape of students taking these tests to demonstrate key features of administering and scoring each indicator. Critical activities to complete before, during and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to

observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

Organizing and Implementing a Benchmark Assessment Program provides information on how to conduct benchmark testing in general education classrooms. The workbook provides straightforward, simple, and valuable information for planning, communication, and conducting all school benchmark testing. This manual is intended for use with *AIMSweb* Benchmark web-based software.

AIMSweb Progress Monitor - Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation instructs teachers on how to write individualized annual goals for students and monitor progress on a frequent and continuous basis. Intended for use with students in individualized remedial programs - such as special education or Title I - the Training Workbook demonstrates how to write individualized annual goals based on a Survey-Level Assessment (SLA) and provides strategies for collecting student outcome information frequently and continuously. This manual is intended for use with the *AIMSweb* Progress Monitor web-based software.

Workbook Overview

This workbook section covers administration and scoring of the six *AIMSweb MIDE* Measures and what examiners need to do.

1. Before testing students,
2. While testing students, and
3. After testing students.

There is a preferred timeline for each measure to be administered. It should be noted that the *AIMSweb MIDE* measures address the skills identified by the Early Childhood Research Institute. The original measures of those skills have become known as DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The *MIDE* measures have been adapted to more appropriately measure phonemic awareness and phonics skills as they are acquired by Spanish speaking children. The *MIDE* measures are not compatible with DIBELS Spanish measures.

The *AIMSweb MIDE* Measures

Reading Curriculum-Based Measurement (R-CBM), where students read passages of connected text aloud for 1 minute and the number of words read correct are counted, is a valid reading general outcome measure (Fuchs, Fuchs et al. 1988; Shinn, Good et al. 1992). This standardized measure also has been determined to have “Sufficient Evidence” for use in (a) screening, (b) progress monitoring of reading fluency, and outcomes for Grades 1-3 and other grades in the Final Report by the Assessment Committee as part of the federal Reading First legislation. (Kame'enui 2002).

Although some students enter first grade reading quite well, typically achieving readers would earn very low scores on R-CBM at the beginning of the year. With the exception of some high-achieving communities, the distribution of scores is positively skewed with many students earning scores of 5 words read correctly (WRC) or less (Rodden and Shinn 1991). R-CBM begins to be useful for identifying at risk students and for progress monitoring about mid-first grade. If one of the goals of effective reading programs is early detection of students at risk for reading difficulties and to monitor reading progress as early and as frequently as possible, R-CBM is not sufficient.

Based on this well-known shortcoming, educators have sought to develop other assessment tools for identifying at risk students and progress monitoring in Kindergarten and early Grade 1. A synthesis of the scientific research on reading by the National Reading Panel (Panel 2000) provided some critical reading skills that could (and should) be assessed in Kindergarten and early Grade 1, including Phonemic Awareness, and elements of Phonics, including letter names and sounds and the ability to read non-real (nonsense words). Unfortunately, no single measure that can be used continuously across these early literacy skills has been validated as a general outcome measure.

To date, the best available assessment technology is a mastery learning model or short-term measurement approach where specific reading skills are assessed at specific times (Fuchs, & Deno 1991).

In the case of children learning to read in Spanish, it is at least as crucial (if not more so) to develop skills in Phonemic Awareness and Phonics. Since the Spanish language (both oral and written) builds from the syllable unit, early ability to hear syllable divisions, to analyze and synthesize the syllables within words and to rapidly and fluently read syllables are essential skills for beginning readers. For that reason, the measures designed for Spanish speakers focus on the syllable rather than the individual phoneme. The assessment tools and the reading skill area identified by the National Reading panel used in the *AIMSweb MIDE* measures are shown in the following table.

Test Name (and National Reading Panel Area Assessed)	What Students Do	Test Arrangements	What is Scored
Letter Naming Fluency (Print Awareness)	Say the names of visually presented letters for 1 minute.	Individual	Letters Named Correctly
Letter Sound Fluency (Phonics)	Say the sounds of visually presented letters for 1 minute	Individual	Letter Sounds Named Correctly
Syllable Segmentation Fluency (Phonological Awareness)	Identify the specific syllables in orally presented words for 1 minute	Individual	Syllable Segments Identified Correctly
Syllable Reading Fluency (Phonics)	Read CV syllables presented visually for 1 minute	Individual	Letter Sounds Named Correctly
Syllable/Word Spelling (Phonics)	Write CV syllables (K) or primary vocabulary words (1) as presented orally for 2 minutes	Individual	Correct letter sequences and # correctly spelled syllables/words
Reading Curriculum-Based Measurement (R-CBM)	Read three reading passages aloud for 1 minute each	Individual	Words read correctly in 1 minute (middle score of three passages)

Two of the *AIMSweb* Early Literacy Indicators, Phonemic Segmentation and Nonsense Word Fluency, were based on the testing practices operationalized by DIBELS (Dynamic Indicators of Basic Early Literacy Skills) (Good & Kaminski 1998; Good, Gruba et al. 2002). Phonemic Segmentation Fluency and Nonsense Word Fluency were deemed to have sufficient evidence for use in screening and progress monitoring in Phonological Awareness and Phonics. DIBELS procedures are based on a downward extension of Curriculum-Based Measurement (Good & Kaminski 1998) where the goal was to identify short duration fluency measures that were easy to administer and score that reliably and validly measured the critical early literacy skills.

In addition, Letter Naming Fluency has been identified frequently as the best single indicator for reading failure (Elliott, Lee & Tollefson, 2003; in press). Letter Sounds also has demonstrated an equal or better predictive ability to general reading skills as the DIBELS Phonemic Segmentation measure (Elliott, et. al., 2003; Hintze & Stoner 2003).

Illustration of Letter Naming 1: Erik

Listen and follow along to Erik taking the Letter Naming Fluency test.

e	G	V	Y	ll	A	c	l	R	t
z	O	g	J	I	u	M	y	F	r
B	C	Z	t	e	Ch	d	S	p	O
z	Ll	i	U	F	g	E	v	b	ch
ll	T	M	f	a	R	u	N	B	y
Z	m	N	ñ	V	i	o	G	e	y
J	ch	F	R	i	ñ	Y	s	P	l
o	N	Z	r	U	e	D	j	Ll	ñ
i	S	t	O	P	M	j	f	Y	u
T	y	S	E	r	i	j	F	g	Ch

Illustration of Letter Naming 2: Scarlett

Now listen to and follow along to Scarlett taking the same Letter Naming Fluency test.

e	G	V	Y	ll	A	c	l	R	t
z	O	g	J	I	u	M	y	F	r
B	C	Z	t	e	Ch	d	S	p	O
z	Ll	i	U	F	g	E	v	b	ch
ll	T	M	f	a	R	u	N	B	y
Z	m	N	ñ	V	i	o	G	e	y
J	ch	F	R	i	ñ	Y	s	P	l
o	N	Z	r	U	e	D	j	Ll	ñ
i	S	t	O	P	M	j	f	Y	u
T	y	S	E	r	i	j	F	g	Ch

1. Are their skills the same? How do they differ?
2. Which student is most at risk?

Letter Sound Fluency Video Illustration 1: Erik

Listen and follow along to Erik taking the Letter Sound Fluency test.

e	g	v	y	ll	a	c	l	r	t
z	o	g	j	i	u	m	y	f	r
b	c	z	t	e	ch	d	s	p	o
z	ll	i	u	f	g	e	v	b	ch
ll	t	m	f	a	r	u	n	b	y
z	m	n	ñ	v	i	o	g	e	y
j	ch	f	r	i	ñ	y	s	p	l
o	n	z	r	u	e	d	j	ll	ñ
i	s	t	o	p	m	j	f	y	u
t	y	s	e	r	i	j	f	g	ch

Letter Sound Fluency Video Illustration 2: Scarlett

Now listen to and follow along to Scarlett taking the same Letter Sound Fluency test.

e	g	v	y	ll	a	c	l	r	t
z	o	g	j	i	u	m	y	f	r
b	c	z	t	e	ch	d	s	p	o
z	ll	i	u	f	g	e	v	b	ch
ll	t	m	f	a	r	u	n	b	y
z	m	n	ñ	v	i	o	g	e	y
j	ch	f	r	i	ñ	y	s	p	l
o	n	z	r	u	e	d	j	ll	ñ
i	s	t	o	p	m	j	f	y	u
t	y	s	e	r	i	j	f	g	ch

1. Are their skills the same? How do they differ?
2. Which student is most at risk?

Syllable Segmentation Fluency Video Illustration 1: Jesse

Listen and follow along to Jesse taking the Syllable Segmentation test.

palo /pa/ /lo/	mariposa /ma/ /ri/ /po/ /sa/	___/6
deja /de/ /ja/	cocina /co/ /ci/ /na/	___/5
tomate /to/ /ma/ /te/	alberca /al/ /ber/ /ca/	___/6
boca /bo/ /ca/	cacerola /ca/ /ce/ /ro/ /la/	___/6
mira /mi/ /ra/	miércoles /mi/ /er/ /co/ /les/	___/6
rana /ra/ /na/	película /pe/ /li/ /cu/ /la/	___/6
promesa /pro/ me/ /sa/	muñeca /mu/ /ñe/ /ca/	___/6
chile /chi/ /le/	pantalones /pan/ /ta/ /lo/ /nes/	___/6
vaso /va/ /so/	libreta /li/ /bre/ /ta/	___/5
redondo /re/ /don/ /do/	trabajo /tra/ /ba/ /jo/	___/6
grano /gra/ /no/	mecánico /me/ /ca/ /ni/ /co/	___/6
peso /pe/ /so/	chistoso /chis/ /to/ /so/	___/5

Total: _____/69

Syllable Segmentation Fluency Video Illustration 2: Scarlett

Now listen and follow along to Scarlett taking the same Syllable Segmentation Fluency test.

palo /pa/ /lo/	mariposa /ma/ /ri/ /po/ /sa/	___/6
deja /de/ /ja/	cocina /co/ /ci/ /na/	___/5
tomate /to/ /ma/ /te/	alberca /al/ /ber/ /ca/	___/6
boca /bo/ /ca/	cacerola /ca/ /ce/ /ro/ /la/	___/6
mira /mi/ /ra/	miércoles /mi/ /er/ /co/ /les/	___/6
rana /ra/ /na/	película /pe/ /li/ /cu/ /la/	___/6
promesa /pro/ me/ /sa/	muñeca /mu/ /ñe/ /ca/	___/6
chile /chi/ /le/	pantalones /pan/ /ta/ /lo/ /nes/	___/6
vaso /va/ /so/	libreta /li/ /bre/ /ta/	___/5
redondo /re/ /don/ /do/	trabajo /tra/ /ba/ /jo/	___/6
grano /gra/ /no/	mecánico /me/ /ca/ /ni/ /co/	___/6
peso /pe/ /so/	chistoso /chis/ /to/ /so/	___/5
		Total: ___/69

1. Are their skills the same? How do they differ?
2. Which student is most at risk?

Syllable Reading Fluency Video Illustration 1: Jesse

Listen and follow along to Jesse taking the Syllable Reading Fluency test...

pe	ra	chi	fo	mi	___/10	(10)
so	llu	cu	que	be	___/10	(20)
za	pu	di	ha	je	___/10	(30)
li	nu	te	rro	va	___/10	(40)
yo	ze	do	pa	jo	___/10	(50)
la	ne	qui	llu	ba	___/10	(60)
zi	rri	me	pi	se	___/10	(70)
ho	ca	fu	no	su	___/10	(80)
re	bi	ja	lli	chu	___/10	(90)
lu	vo	be	zu	da	___/10	(100)
mo	pa	lu	ya	ne	___/10	(110)
go	cu	sa	je	cha	___/10	(120)
rru	lla	pu	mo	ta	___/10	(130)
gu	di	fu	bo	vu	___/10	(140)
que	du	mi	so	bi	___/10	(150)

Syllable Reading Fluency Illustration 2: Scarlett

Now listen and follow along to Scarlett taking the same Syllable Reading Fluency test...

pe	ra	chi	fo	mi	___/10	(10)
so	llu	cu	que	be	___/10	(20)
za	pu	di	ha	je	___/10	(30)
li	nu	te	rro	va	___/10	(40)
yo	ze	do	pa	jo	___/10	(50)
la	ne	qui	llu	ba	___/10	(60)
zi	rri	me	pi	se	___/10	(70)
ho	ca	fu	no	su	___/10	(80)
re	bi	ja	lli	chu	___/10	(90)
lu	vo	be	zu	da	___/10	(100)
mo	pa	lu	ya	ne	___/10	(110)
go	cu	sa	je	cha	___/10	(120)
rru	lla	pu	mo	ta	___/10	(130)
gu	di	fu	bo	vu	___/10	(140)
que	du	mi	so	bi	___/10	(150)

1. Are their skills the same? How do they differ?
2. Which student is most at risk?

Reading Curriculum Based Measurement Video Illustration 1: Anabel

Listen and follow along to Anabel, an end of first grade student, taking the Reading CBM test. Note the testing set-up and directions and observe how she reads with attention to how fluently she reads, how accurately she reads and what signs of good/poor reading she displays.

El gato de la casa amarilla es muy flojo. Duerme todo el día en la ventana.	12
No atrapa ratones. No mira pájaros. No corretea abejas. No viene cuando lo llaman.	16
-¡Manú! -La viejita de la casa amarilla lo llama.	25
-¡Manú, acabo de ver un ratón!	30
Manú se cierra los ojos y no se levanta. No se levanta para ayudar a la viejita. Ni trata de atrapar ratones. ¡Claro que no! No se mueve porque es muy flojo.	39
Un día cuando Manú está dormido, algo le salta por encima. Algo le jala la oreja. Manú abre los ojos lentamente. Un ratoncito esta en frente de él. El ratoncito le mira fijamente.	45
	57
	69
	77
	87
	98
	110

1. What did you observe about the testing situation?
2. What did the examiner do?
3. What did you observe about the student's reading skills?
4. How many words did the student read correctly in 1 minute? _____WRC
5. How accurately did the student read? _____%

Reading Curriculum Based Measurement Video Illustration 2: Jesse

Now listen to Jesse, a low performing first grader read the same passage. How fluently and accurately does he read and what signs of good/low-performing reading does he show?

El gato de la casa amarilla es muy flojo. Duerme todo el día en la ventana.	12 16
No atrapa ratones. No mira pájaros. No corretea abejas. No viene cuando lo llaman.	25 30
-¡Manú! -La viejita de la casa amarilla lo llama.	39
-¡Manú, acabo de ver un ratón!	45
Manú se cierra los ojos y no se levanta. No se levanta para ayudar a la viejita. Ni trata de atrapar ratones. ¡Claro que no! No se mueve porque es muy flojo.	57 69 77
Un día cuando Manú está dormido, algo le salta por encima. Algo le jala la oreja. Manú abre los ojos lentamente.	87 98
Un ratoncito esta en frente de él. El ratoncito le mira fijamente.	110

1. What did you observe about the testing situation?
2. What did the examiner do?
3. What did you observe about the student's reading skills?
4. How many words did the student read correctly in 1 minute? _____ WRC
5. How accurately did the student read? _____%

First-Grade Spelling CBM (S-CBM) Results from Two Students

Dictated Word	Jesse's Answer	Anabel's Answer
alto	alt	alta
caminar	camina	caminar
escoba	Secoda	escoba
lunes	Lunar	lunes
chivo	Quib	chivo
semana	semana	semana
bruja	Ruja	bruja
querer	quer	querer
vez "Esta vez yo gané"	dr	ves
queso	queso	veso
comprar	comprat	comprar
grande	grape	grande

Things You Need to Know Before Testing

For all the *MIDE* tests, there are three major tasks that must be completed for efficient and accurate assessment:

1. Understanding the typical timeframe for administering specific tests.
2. Getting the necessary testing materials; and
3. Arranging the test environment

Understanding the Typical Timeframe

Because early literacy assessment is based on a mastery monitoring approach, different tests are given at different developmental timeframes. The following table illustrates when the *Medidas Incrementales de Destrezas Esenciales* measures are intended to be given during Kindergarten and Grade 1.

Recommended AIMSweb MIDE Schedule

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
Letter Names	Letter Names	Letter Names	Letter Names		
Syllable Segmentation	Syllable Segmentation	Syllable Segmentation	Syllable Segmentation	Syllable Segmentation (optional)	
	Letter Sounds	Letter Sounds	Letter Sounds (optional)		
		Syllable Reading	Syllable Reading	Syllable Reading	Syllable Reading
		Syllable Spelling	Grade 1	Grade 1 Spelling (CBM)	Grade 1 Spelling (CBM)
				Spanish R-CBM (English Optional)	Spanish R-CBM (English Optional)

It should be noted that the number of tests given varies by the developmental period. For example, at the beginning of Kindergarten, typically only 2 tests are given (Letter Naming and Syllable Segmentation). In contrast, during the Winter Kindergarten period, students typically are administered 3 early literacy measures.

It also should be noted that these timeframes can be adjusted to suit specific learning communities. For example, in low-reading communities it may be desirable to continue administering Syllable Reading beyond Grade 1. Alternately, the Syllable Reading and Syllable Spelling tasks may be administered in the Winter of K in high-reading communities.

Getting the *MIDE* Materials You Need

The *AIMSweb MIDE* measures are available as downloads in Adobe Acrobat (pdf format) as part of the *AIMSweb* subscription. They are also available for purchase in a hard copy reproducible format, contact Edformation for more information. A standard set of assessment materials in the form of individual test booklets that are based on the recommended timelines presented in this workbook is available. Whereas the DIBELS measures can be used on the *AIMSweb* data management website, only the letter naming task from the Spanish DIBELS is compatible with *MIDE* measures. Test booklets are available in the 2 fonts most commonly used in early literacy materials. Users may download the materials that best match their curriculum.

Arranging the Testing Environment

Getting accurate results depends on how the assessment environment is arranged. All *AIMSweb MIDE* testing is conducted 1 to 1. Because Kindergarten and Grade 1 students often are easily distractible and because some of the tests require listening to orally presented sounds, the testing should occur in a set-aside place that is quiet and away from distractions (sinks, water fountains). It is preferable that students are tested at a small table or at the corner of a large table.

Helpful Hints While Administering *MIDE* Measures

- Make sure the testing environment is quiet and free from distractions. Students must be able to hear during the Syllable Segmentation Fluency and Spelling tasks.
- Complete reliability checks before data collection with all examiners to ensure reliable administration. Additional reliability checks should be done at least once/year for all examiners, even those familiar with testing.
- If possible, try to have the same examiner during each Benchmark period test the same students. Younger children tend to perform better with familiar examiners. Periodic reliability checks will help with examiner “drift”, or a tendency to provide additional assistance when you know a child is capable of completing more of each task.

Administration and Scoring of *MIDE* Measures

Letter Naming Fluency

The *AIMSweb MIDE Letter Naming Fluency* task requires students to identify as many upper and lower case letter names as they can in 1 minute. The task is appropriate to administer to students at the *beginning, middle,* and *end of Kindergarten*, and the *beginning of First Grade* as illustrated below.

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
Letter Names	Letter Names	Letter Names	Letter Names		

Before Testing

Specific Materials Arranged

- Student copy of Letter Naming – Preferably with font matched to early literacy curriculum
- Examiner copy of Letter Naming for Scoring – Preferably with font matched to early literacy curriculum
- Clipboard to provide a hard surface for recording student answers
- Stopwatch
- Tape recorder (optional) to aid in any scoring questions or for qualitative analysis

The Student copy and Examiner copy are identical for Letter Naming Fluency. A Student copy is shown in the accompanying Figure. The copy is reduced in size to save space.

e	G	V	Y	ll	A	c	l	R	t
z	O	g	J	I	u	M	y	F	r
B	C	Z	t	e	Ch	d	S	p	O
z	Ll	i	U	F	g	E	v	b	ch
ll	T	M	f	a	R	u	N	B	y
Z	m	N	ñ	V	i	o	G	e	y
J	ch	F	R	i	ñ	Y	s	P	l
o	N	Z	r	U	e	D	j	Ll	ñ
i	S	t	O	P	M	j	f	Y	u
T	y	S	E	r	i	j	F	g	Ch

Letter Naming Fluency Standard Directions for 1- Minute Administration

The *AIMSweb MIDE* Letter Naming Fluency task is a standardized test. Therefore, these specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

During Testing

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:
“Aquí ves unas letras (point to the student copy). Empieza aquí, (point to first letter) y dime los nombres de todas las letras que sepas. Si llegas a una que no sabes, te la diré. ¿Tienes cualquier pregunta? Pon tu dedo debajo de la primera letra. ¿Listo(a)?, empieza.”
4. Start your stopwatch. If the student fails to say the first letter name after 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter to indicate for the child to move on.
5. If the student provides the letter sound rather than the letter name say, *“Acuérdate que tienes que decirme el nombre de la letra y no el sonido que hace.”* This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and make a note at the top of the examiner copy. If the student provides the English name of the letter, count it as correct, but say, *“Dime los nombres en español”* This prompt also may be provided only once. Make a note on the examiner copy if the student continues to provide the letter names in English.
6. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash “/” through letters named incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter within 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter and say, *“¿cuál letra es?”*
9. At the end of 1 minute, place a bracket “]” after the last letter named and say, *“Alto.”*

Things You Need To Do After Testing: Scoring

It is important that results are scored immediately after the 1-minute testing is completed to ensure accurate results. Students receive 1 point for every correct letter named in 1 minute.

What is a Correct Letter Name?

- **A correctly named letter.**
- **Confused I's and L's are a function of font.** These letters that look alike would have different names depending on the font and case. For these letters, either name is considered correct.
- **Self-Corrections.** If a student makes an error and corrects him/herself within 3 seconds, write "SC" above the letter and do not count it as an error.
- **Letters named in English** are counted as correct and noted on the examiner copy.

NOTE: Articulation and Dialect. A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /v/ for /b/ and pronounces the "v" in "ve" as one would the English letter "v", he/she should be given credit for naming the letter correctly. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

What is an Incorrect Letter Name?

- **Substitutions** of a different letter for the stimulus letter (e.g., "P" for "D").
- **Omissions** of a letter.
- **Stops** or struggles with a letter for **more than 3 seconds**.

NOTE: Skipped Row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Letter Naming Fluency Video Practice Example 1: Erik

e	G	V	Y	ll	A	c	l	R	t
z	O	g	J	I	u	M	y	F	r
B	C	Z	t	e	Ch	d	S	p	O
z	Ll	i	U	F	g	E	v	b	ch
ll	T	M	f	a	R	u	N	B	y
Z	m	N	ñ	V	i	o	G	e	y
J	ch	F	R	i	ñ	Y	s	P	l
o	N	Z	r	U	e	D	j	Ll	ñ
i	S	t	O	P	M	j	f	Y	u
T	y	S	E	r	i	j	F	g	Ch

1. Count the total number of letters the student named: _____
2. Count the number of errors and subtract: _____
3. Total number of letters named correctly: _____

Letter Naming Fluency Video Practice Example 1 Answer Key: Erik

e	G	V	Y	ll	A	c	l	R	t
z	O	g	J	I	u	M	y	F	r
B	C	Z	t	e	Ch	d	S	p	O
z	Ll	i	U	F	g	E	v	b	ch
ll	T	M	f	a	R	u	N	B	y
Z	m	N	ñ	V	i	o	G	e	y
J	ch	F	R	i	ñ	Y	s	P	l
o	N	Z	r	U	e	D	j	Ll	ñ
i	S	t	O	P	M	j	f	Y	u
T	y	S	E	r	i	j	F	g	Ch

1. Total number of letters named = 27
2. Count the number of errors and subtract = 4
3. Total number of letters named correctly = 23

Letter Naming Fluency Video Practice Example 2: Scarlett

e	G	V	Y	ll	A	c	l	R	t
z	O	g	J	I	u	M	y	F	r
B	C	Z	t	e	Ch	d	S	p	O
z	Ll	i	U	F	g	E	v	b	ch
ll	T	M	f	a	R	u	N	B	y
Z	m	N	ñ	V	i	o	G	e	y
J	ch	F	R	i	ñ	Y	s	P	l
o	N	Z	r	U	e	D	j	Ll	ñ
i	S	t	O	P	M	j	f	Y	u
T	y	S	E	r	i	j	F	g	Ch

- Count the total number of letters the student named: _____
- Count the number of errors and subtract: _____
- Total number of letters named correctly: _____

Letter Naming Fluency Video Practice Example 2 Answer Key: Scarlett

e	G	V	Y	ll	A	c	l	R	t
z	O	g	J	I	u	M	y	F	r
B	C	Z	t	e	Ch	d	S	p	O
z	ll	i	U	F	g	E	v	b	ch
ll	T	M	f	a	R	u	N	B	y
Z	m	N	ñ	V	i	o	G	e	y
J	ch	F	R	i	ñ	Y	s	P	l
o	N	Z	r	U	e	D	j	Ll	ñ
i	S	t	O	P	M	j	f	Y	u
T	y	S	E	r	i	j	F	g	Ch

- Total number of letters named = 32
- Count the number of errors and subtract = 4
- Total number of letters named correctly = 28

Checking Accuracy in Test Administration

Accurate student results should not depend on who tests the students. If we use the standardized instructions and score correctly, different examiners should obtain about the same results. To ensure that examiners are consistent in administration and scoring, we recommend “check outs,” the process of observing each other administer Letter Naming. We use an accuracy of implementation rating scale (AIRS) like the one in the Appendix. After we watch a trainee administer Letter Naming, we complete an AIRS and provide feedback on accurate and consistent standardized testing.

Figuring Out Inter-Scorer Agreement

Because no test is perfectly reliable, we need to know how much different examiners agree. This process of obtaining inter-scorer agreement is done during and after training to ensure that examiners are consistent.

A simple formula for calculating inter-rater agreement is:

Lower score / Higher score x 100

For 2 examiners who scored Eric as having read 20 Correct Letters and 19 Correct Letters, their inter-rater agreement would be 95% as follows:

The Lower score = 19

The Higher score = 20

$19 / 20 = .95$

$.95 \times 100 = 95\%$ inter-rater agreement

Inter-scorer agreement can be determined for more than 1 pair of examiners. Each pair of scores are compared for agreements and disagreements, and then entered into the formula. For examples, see the *AIMSweb* Administration and Scoring of R-CBM Workbook.

Inter-Scorer Agreement Practice

Compare your scores for Anabel with a partner and compute Inter-Scorer Agreement.

Your Score _____ Correct Letters.

Your Partner's Score _____ Correct Letters.

Lower score / Higher score =

_____ = ._____ x 100 = _____%

Letter Sound Fluency

The *MIDE* Letter Sounds task requires students to identify as many lower case letter sounds as they can in 1 minute. The task is appropriate to administer to students at the middle and end of Kindergarten, and the beginning of First Grade, as illustrated below.

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
	Letter Sounds	Letter Sounds	Letter Sounds		

Before Testing

Testing Environment Arranged

Specific Materials Arranged

- Student copy of Letter Sounds -Preferably with font matched to early literacy curriculum
- Examiner copy of Letter Sounds for scoring- Preferably with font matched to early literacy curriculum
- Clipboard to provide a hard surface for recording student answers
- Stopwatch
- Tape recorder (optional) to aid in any scoring questions or for qualitative analysis

The Letter Sound Fluency Student copy and Examiner copy are identical for this task.

The Student copy is shown in the accompanying Figure. The copy is reduced in size to save space.

e	g	v	y	ll	a	c	l	r	t
z	o	g	j	i	u	m	y	f	r
b	c	z	t	e	ch	d	s	p	o
z	ll	i	u	f	g	e	v	b	ch
ll	t	m	f	a	r	u	n	b	y
z	m	n	ñ	v	i	o	g	e	y
j	ch	f	r	i	ñ	y	s	p	l
o	n	z	r	u	e	d	j	ll	ñ
i	s	t	o	p	m	j	f	y	u
t	y	s	e	r	i	j	f	g	ch

During Testing

The *AIMSweb MIDE* Letter Sounds is a standardized test. Therefore, specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

Letter Sound Fluency Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:

“Aquí ves unas letras (point to the student copy). Empieza aquí, (point to first letter) y dime los sonidos (with emphasis) de todas las letras que sepas. Si llegas a una letra con un sonido que no sabes, te la diré. ¿Tienes cualquier pregunta? Pon tu dedo debajo de la primera letra. ¿Listo(a)?, empieza.”
4. Start your stopwatch. If the student fails to say the first letter sound after 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, ***“¿cuál sonido hace?”*** (with emphasis) to indicate for the child to move on.
5. If the student says the letter name rather than the letter sound say, ***“Acuérdate que tienes que decirme el sonido que hace la letra y no su nombre”***. This prompt may be provided once during the administration. If the student continues providing letter names, mark each letter as incorrect and make a note at the top of the examiner copy.
6. If the student does not get any correct letter sounds within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash “/” through letter sounds given incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter sound within 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, ***“¿cuál sonido hace?”***
9. At the end of 1 minute, place a bracket “]” after the last letter sound given and say, ***“Alto.”***

Things You Need To Do After Testing

It is important that results are scored immediately after the 1-minute testing is completed to ensure accurate results. Students receive 1 point for every correct sound provided in 1 minute.

What is a Correct Letter Sound?

- **Students must provide the most COMMON sound of the letter.**

For example, “c” would be pronounced as the “c” in casa, not as the “c” in cebolla.

- **Confused I’s and L’s are a function of font.** These letters that look alike would have different sounds depending on the font and case. For these letters, either sound is considered correct.
- **Self-Corrections.** If a student makes an error and corrects him/herself within 3 seconds, write “SC” above the letter and do not count it as an error.

NOTE: Articulation and Dialect. A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /v/ for /b/ and provides the English /v/ sound for the letter “v”, he/she should be given credit for naming the letter sound correctly. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

What is an Incorrect Letter Sound?

- **Substitutes a different sound** for the stimulus letter sound

For example, /puh/ would be incorrect when the letter was “D”

- **Substitutes the English sound** for a vowel

For example, the /a/ pronounced as in “APE”

- **Omission** of a letter sound
- **Stops or struggles** with a letter sound for **more than 3 seconds.**

NOTE: Skipped Row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Letter Sound Fluency Video Practice Example 1: Erik

e	g	v	y	ll	a	c	l	r	t
z	o	g	j	i	u	m	y	f	r
b	c	z	t	e	ch	d	s	p	o
z	ll	i	u	f	g	e	v	b	ch
ll	t	m	f	a	r	u	n	b	y
z	m	n	ñ	v	i	o	g	e	y
j	ch	f	r	i	ñ	y	s	p	l
o	n	z	r	u	e	d	j	ll	ñ
i	s	t	o	p	m	j	f	y	u
t	y	s	e	r	i	j	f	g	ch

1. Count the total number of letter sounds read _____
2. Count the number of errors and subtract _____
3. Total the number of letter sounds named correctly _____

Letter Sound Fluency Video Practice Example 1 Answer Key: Erik

e	g	v	y	ll	a	c	l	r	t	
z	o	g	j	i	u	m	y	f	r]	/10(20)
b	c	z	t	e	ch	d	s	p	o	/10(30)
z	ll	i	u	f	g	e	v	b	ch	/10(40)
ll	t	m	f	a	r	u	n	b	y	/10(50)
z	m	n	ñ	v	i	o	g	e	y	/10(60)
j	ch	f	r	i	ñ	y	s	p	l	/10(70)
o	n	z	r	u	e	d	j	ll	ñ	/10(80)
i	s	t	o	p	m	j	f	y	u	/10(90)
t	y	s	e	r	i	j	f	g	ch	/10(100)

1. Total number of letter sounds student read = 20
2. Count the number of errors and subtract = 3
3. Total number of letter sounds named correctly = 17

Letter Sound Fluency Video Practice Example 2: Scarlett

e	g	v	y	ll	a	c	l	r	t
z	o	g	j	i	u	m	y	f	r
b	c	z	t	e	ch	d	s	p	o
z	ll	i	u	f	g	e	v	b	ch
ll	t	m	f	a	r	u	n	b	y
z	m	n	ñ	v	i	o	g	e	y
j	ch	f	r	i	ñ	y	s	p	l
o	n	z	r	u	e	d	j	ll	ñ
i	s	t	o	p	m	j	f	y	u
t	y	s	e	r	i	j	f	g	ch

1. Count the total number of letter sounds read _____
2. Count the number of errors and subtract _____
3. Total the number of letter sounds named correctly _____

Checking Out Accuracy in Test Administration

A copy of the Accuracy of Implementation Rating Scale (AIRS) for Letter Sounds is in the Appendix.

Compare your scores for Scarlett with a partner and compute Inter-Scorer Agreement.

Your Score _____ Correct Letters.

Your Partner's Score _____ Correct Letters.

Lower score / Higher score =

_____ = ._____ x 100 = _____%

Letter Sound Fluency Video Practice Example 2 Answer Key: Scarlett

e	g	v	y	ll	a	c	l	f	t	/10(10)
z	o	g	j	i	u	m	y	f	f	/10(20)
b]	c	z	t	e	ch	d	s	p	o	/10(30)
z	ll	i	u	f	g	e	v	b	ch	/10(40)
ll	t	m	f	a	r	u	n	b	y	/10(50)
z	m	n	ñ	v	i	o	g	e	y	/10(60)
j	ch	f	r	i	ñ	y	s	p	l	/10(70)
o	n	z	r	u	e	d	j	ll	ñ	/10(80)
i	s	t	o	p	m	j	f	y	u	/10(90)
t	y	s	e	r	i	j	f	g	ch	/10(100)

1. Total number of letter sounds student read = 21
2. Count the number of errors and subtract = 9
3. Total number of letter sounds named correctly = 12

Syllable Segmentation Fluency

The *AIMSweb MIDE* Syllable Segmentation Fluency task requires students to repronounce a word presented orally by an examiner, with a clear separation between each syllable. The task is appropriate to administer to students at the beginning, middle and end of Kindergarten, and the beginning and middle of First Grade as shown below.

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
Syllable Segmentation	Syllable Segmentation	Syllable Segmentation	Syllable Segmentation	Syllable Segmentation	

Before Testing

Testing Environment Arranged

Specific Materials Arranged

- Examiner copy of Syllable Segmentation – Preferably with font matched to early literacy curriculum
- Clipboard to provide a hard surface for recording student responses
- Stopwatch
- Tape recorder (optional)

An Examiner Copy is shown in the accompanying Figure. The copy is reduced in size to save space. Students do not have stimulus materials to look at for this task. They listen to the examiner present words orally.

palo /pa/ /lo/	mariposa /ma/ /ri/ /po/ /sa/	___/6
deja /de/ /ja/	cocina /co/ /ci/ /na/	___/5
tomate /to/ /ma/ /te/	alberca /al/ /ber/ /ca/	___/6
boca /bo/ /ca/	cacerola /ca/ /ce/ /ro/ /la/	___/6
mira /mi/ /ra/	miércoles /mi/ /er/ /co/ /les/	___/6
rana /ra/ /na/	película /pe/ /li/ /cu/ /la/	___/6
promesa /pro/ me/ /sa/	muñeca /mu/ /ñe/ /ca/	___/6
chile /chi/ /le/	pantalones /pan/ /ta/ /lo/ /nes/	___/6
vaso /va/ /so/	libreta /li/ /bre/ /ta/	___/5
redondo /re/ /don/ /do/	trabajo /tra/ /ba/ /jo/	___/6
grano /gra/ /no/	mecánico /me/ /ca/ /ni/ /co/	___/6
peso /pe/ /so/	chistoso /chis/ /to/ /so/	___/5
Total: _____/69		

During Testing

The *AIMSweb MIDE* Syllable Segmentation Task is a standardized test. Therefore, these specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

Syllable Segmentation Fluency Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position so that the student cannot see what the examiner records.
2. Say these specific directions to the student:
3. *“Te voy a decir una palabra. Después, quiero que tu me digas todas las sílabas, o partes, que oyes en la palabra. Por ejemplo, si yo digo “papalote,” tu dirías “pa-pa-lo-te” (tapping your hand on the table as you say each syllable) con las partes bien separadas. Vamos a probar otra. Dime todas las las sílabas, o partes, que oyes en “lechuga.”*

CORRECT RESPONSE:

If student says, /le/ /chu/ /ga/, you say

Muy bien.

INCORRECT RESPONSE:

If student gives any other response, you say,

Las sílabas en lechuga son /le/ /chu/ /ga/. (tapping your hand on the table as you say each syllable) Dime las sílabas en lechuga y acuérdate de separarlas.

4. *“Está bien. Ahora viene la primera palabra.”*
5. Give the student the first word and start your stopwatch. If the student does not say a syllable after 3 seconds, give the second word and score the first word as zero segments produced.
6. As the student says the syllables, mark the student response in the scoring column. Underline (___) each syllable segment produced correctly. Put a slash (/) through syllables produced incorrectly. If the student pronounces two syllables (in a word with three or more syllables) without a pause between them, score the response as one syllable segment.
7. If the student simply repeats the word, score the item as incorrect and say, *“acuérdate que tienes que separar las sílabas”*. This prompt may be provided once during the administration.
8. As soon as the student is finished saying the syllables, present the next word promptly and clearly.
9. The maximum time for each syllable segment is 3 seconds. If the student does not provide the next syllable segment within 3 seconds, give the student the next word. If the student provides the initial syllable only, wait 3 seconds for elaboration.
10. At the end of 1 minute, stop presenting words and scoring further responses. Place a bracket “]” after the last syllable produced. Add the number of syllable segments produced correctly. Record the total number of syllable segments produced correctly on the bottom of the scoring sheet.

DISCONTINUE RULE: If a student has not given any syllable segments correctly in the first 5 words, discontinue the task and record a score of zero (0).

Things You Need To Do After Testing: Scoring

It is important that results are scored immediately after the 1-minute testing is completed to ensure accurate results. Students receive 1 point for every correct syllable segment provided in 1 minute.

What is a Correct Segment?

There are multiple ways a word can be scored. Students may be given credit for any and all syllable or multiple syllable segments produced, short of repeating the entire word as a unit. Overlapping syllable segments are also allowed.

- Complete segmentation. The student is given credit for each syllable segment produced correctly. The underline indicates the size of the syllable segment. For example:

Examiner says “pantalones,” student says “pan...ta...lo...nes”

Examiner says “camisa,” student says “ca...mi...sa”

Word	Student Says	Scoring	Correct Segments
pantalones	“pan...ta...lo...nes”	<u>/pan/</u> <u>/ta/</u> <u>/lo/</u> <u>/nes/</u>	4/4
camisa	“ca...mi...sa”	<u>/ca/</u> <u>/mi/</u> <u>/sa/</u>	3/3

- Incomplete segmentation. The student is given credit for each segment produced correctly, even if they have not segmented to the syllable level. The underline indicates the size of the word segment. For example:

Examiner says “pantalones,” student says “panta...lones”

Examiner says “camisa,” student says “ca...misa”

Word	Student Says	Scoring	Correct Segments
pantalones	“panta...lones”	<u>/pan/</u> <u>/ta/</u> <u>/lo/</u> <u>/nes/</u>	2/4
camisa	“ca...misa”	<u>/ca/</u> <u>/mi/</u> <u>/sa/</u>	2/3

Overlapping segmentation. The student receives credit for each different correct segment of the word. Thus, /panta/ and /talo/ are both different, correct sound segments of “pantalones.” For example:

Examiner says “pantalones,” student says “panta...talo...nes”

Examiner says “camisa,” student says “cami...misa”

Word	Student Says	Scoring	Correct Segments
pantalones	“panta...talo...nes”	<u>/pan/</u> <u>/ta/</u> <u>/lo/</u> <u>/nes/</u>	3/4
camisa	“cami...misa”	<u>/ca/</u> <u>/mi/</u> <u>/sa/</u>	2/3

Incorrect segmentation within a syllable. The student is not given credit for syllables segmented incorrectly when the segmentation results in splitting a syllable. For example:

Examiner says “pantalones,” student says “pan...ta...lon...es”
 Examiner says “camisa,” student says “cam...i...sa”

Word	Student Says	Scoring	Correct Segments
pantalones	“pan...ta...lon...es”	<u>/pan/</u> /ta/ /lo/ /nes/	3/4
camisa	“cam...i...sa”	/ca/ /mi/ /sa/	2/3

Additions. Additions are not counted as errors if they are part of a correctly segmented syllable and do not change the total number of syllable segments.

No Error: Examiner says “causa,” student says “clau...sa”
 No Error: Examiner says “camisa,” student says “ca...mi...sas”

Word	Student Says	Scoring	Correct Segments
causa	“clau...sa”	<u>/cau/</u> /sa/	2/2
camisa	“ca...mi...sas”	/ca/ /mi/ /sa/	3/3

What is Not a Correct Segment?

Students are not given credit for omitted syllables, or no syllable segmentation.

Omissions. The student does not receive credit for syllable segments that are not produced. If the student provides the initial syllable only, be sure to wait 3 seconds for elaboration. For example:

Examiner says “pantalones,” student says “pan...nes”
 Examiner says “camisa,” student says “ca”...(3 seconds)

Word	Student Says	Scoring	Correct Segments
pantalones	“pan...nes”	<u>/pan/</u> / ta / / lo / /nes/	2/4
camisa	“ca”...(3 seconds)	<u>/ca/</u> / mi / / sa /	1/3

No segmentation: If the student repeats the entire word, no credit is given for any correct parts. For example: _

Examiner says “pantalones,” student says “pantalones”
 Examiner says “camisa,” student says “camisa”

Word	Student Says	Scoring	Correct Segments
pantalones	“pantalones”	/pan/ / ta / / lo / / nes /	0/4
camisa	“camisa”	/ca/ / mi / / sa /	0/3

Syllable Segmentation Fluency Video Practice Example 1: Jesse

palo /pa/ /lo/	mariposa /ma/ /ri/ /po/ /sa/	___/6
deja /de/ /ja/	cocina /co/ /ci/ /na/	___/5
tomate /to/ /ma/ /te/	alberca /al/ /ber/ /ca/	___/6
boca /bo/ /ca/	cacerola /ca/ /ce/ /ro/ /la/	___/6
mira /mi/ /ra/	miércoles /mi/ /er/ /co/ /les/	___/6
rana /ra/ /na/	película /pe/ /li/ /cu/ /la/	___/6
promesa /pro/ me/ /sa/	muñeca /mu/ /ñe/ /ca/	___/6
chile /chi/ /le/	pantalones /pan/ /ta/ /lo/ /nes/	___/6
vaso /va/ /so/	libreta /li/ /bre/ /ta/	___/5
redondo /re/ /don/ /do/	trabajo /tra/ /ba/ /jo/	___/6
grano /gra/ /no/	mecánico /me/ /ca/ /ni/ /co/	___/6
peso /pe/ /so/	chistoso /chis/ /to/ /so/	___/5
		Total: ___/69

1. Count the total number of correct syllable segments _____

Syllable Segmentation Fluency Video Practice Example 1: Jesse Answer Key

palo / <u>pa</u> / / <u>lo</u> /	mariposa / <u>ma</u> / / <u>ri</u> / / <u>po</u> / / <u>sa</u> /	6
deja / <u>de</u> / / <u>ja</u> /	cocina / <u>co</u> / / <u>ci</u> / / <u>na</u> /	5
tomate / <u>to</u> / / <u>ma</u> / / <u>te</u> /	alberca / <u>al</u> / / <u>ber</u> / / <u>ca</u> /	6
boca / <u>bo</u> / / <u>ca</u> /	cacerola / <u>ca</u> / / <u>ce</u> / / <u>ro</u> / / <u>la</u> /	6
mira / <u>mi</u> / / <u>ra</u> /	miércoles / <u>mi</u> / / <u>er</u> / / <u>co</u> / / <u>les</u> /	6
rana / <u>ra</u> / / <u>na</u> /	película / <u>pe</u> / / <u>li</u> / / <u>cu</u> / / <u>la</u> /	6
promesa / <u>pro</u> / / <u>me</u> / / <u>sa</u> /	muñeca / <u>mu</u> / / <u>ñe</u> / / <u>ca</u> /	6
chile / <u>chi</u> / / <u>le</u> /	pantalones / <u>pan</u> / / <u>ta</u> / / <u>lo</u> / / <u>nes</u> /	6
vaso / <u>va</u> / / <u>so</u> /	libreta / <u>li</u> / / <u>bre</u> / / <u>ta</u> /	5
redondo / <u>re</u> / / <u>don</u> / / <u>do</u> /	trabajo / <u>tra</u> / / <u>ba</u> / / <u>jo</u> /	6
grano / <u>gra</u> / / <u>no</u> /	mecánico / <u>me</u> / / <u>ca</u> / / <u>ni</u> / / <u>co</u> /]	6
peso / <u>pe</u> / / <u>so</u> /	chistoso /chis/ /to/ /so/	5

1. Total number of correct syllable segments = 64

Syllable Segmentation Fluency Video Practice Example 1: Scarlett

palo /pa/ /lo/	mariposa /ma/ /ri/ /po/ /sa/	___/6
deja /de/ /ja/	cocina /co/ /ci/ /na/	___/5
tomate /to/ /ma/ /te/	alberca /al/ /ber/ /ca/	___/6
boca /bo/ /ca/	cacerola /ca/ /ce/ /ro/ /la/	___/6
mira /mi/ /ra/	miércoles /mi/ /er/ /co/ /les/	___/6
rana /ra/ /na/	película /pe/ /li/ /cu/ /la/	___/6
promesa /pro/ me/ /sa/	muñeca /mu/ /ñe/ /ca/	___/6
chile /chi/ /le/	pantalones /pan/ /ta/ /lo/ /nes/	___/6
vaso /va/ /so/	libreta /li/ /bre/ /ta/	___/5
redondo /re/ /don/ /do/	trabajo /tra/ /ba/ /jo/	___/6
grano /gra/ /no/	mecánico /me/ /ca/ /ni/ /co/	___/6
peso /pe/ /so/	chistoso /chis/ /to/ /so/	___/5
		Total: ___/69

1. Count the total number of correct syllable segments _____

Checking Out Accuracy in Test Administration

A copy of the Accuracy of Implementation Rating Scale (AIRS) for Letter Sounds is in the Appendix.

Compare your scores for Scarlett with a partner and compute Inter-Scorer Agreement.

Your Score _____ Correct Letters.

Your Partner's Score _____ Correct Letters.

Lower score / Higher score =

_____ = ._____ x 100 = _____%

Syllable Segmentation Fluency Video Practice Example 1: Scarlett Answer Key

palo /pa/ /lo/	mariposa /ma/ /ri/ /po/ /sa/	6
deja /de/ /ja/	cocina /co/ /ci/ /na/	5
tomate /to/ /ma/ /te/	alberca /al/ /ber/ /ca/	6
boca /bo/ /ca/	cacerola /ca/ /ce/ /ro/ /la/	6
mira /mi/ /ra/	miércoles /mi/ /er/ /co/ /les/	5
rana /ra/ /na/	película /pe/ /li/ /cu/ /la/	5
promesa /pro/ /me/ /sa/	muñeca /mu/ /ñe/ /ca/	6
chile /chi/ /le/	pantalones /pan/ /ta/ /lo/ /nes/	5
vaso /va/ /so/	libreta /li/ /bre/ /ta/	5
redondo /re/ /don/ /do/	trabajo /tra/ /ba/ /jo/	6
grano /gra/ /no/	mecánico /me/ /ca/ /ni/ /co/	6
peso /pe/ /so/]	chistoso /chis/ /to/ /so/	5

1. Total number of correct syllable segments = 63

Syllable Reading Fluency

The *AIMSweb MIDE* Syllable Reading Fluency task requires students to read CV syllables or the individual sounds in syllables for 1 minute. The task is appropriate to administer to students at the middle and end of Kindergarten, and the beginning, middle, and end of First Grade. It may be also appropriate for monitoring the progress of older children with low skills in letter-sound correspondence.

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
	Syllable Reading Fluency	Syllable Reading Fluency	Syllable Reading Fluency	Syllable Reading Fluency	Syllable Reading Fluency

Before Testing

Specific Materials Arranged

- Student copy of Syllable Reading - preferably with font to match early literacy materials in the curriculum
- Examiner copy of Syllable Reading - preferably with font to match early literacy materials in the curriculum
- Practice examples
- Clipboard
- Stopwatch
- Tape recorder (optional)

An Examiner copy and a Student copy are shown on page 38. The copies are reduced in size to save space.

AIMSweb MIDE Syllable Reading Fluency

Examiner Copy						Student Copy				
pe	ra	chi	fo	mi	/10 (10)	pe	ra	chi	fo	mi
so	llu	cu	que	be	/10 (20)	so	llu	cu	que	be
za	pu	di	ha	je	/10 (30)	za	pu	di	ha	je
li	nu	te	rro	va	/10 (40)	li	nu	te	rro	va
yo	ze	do	pa	jo	/10 (50)	yo	ze	do	pa	jo
la	ne	qui	llu	ba	/10 (60)	la	ne	qui	llu	ba
zi	rri	me	pi	se	/10 (70)	zi	rri	me	pi	se
ho	ca	fu	no	su	/10 (80)	ho	ca	fu	no	su
re	bi	ja	lli	chu	/10 (90)	re	bi	ja	lli	chu
lu	vo	be	zu	da	/10 (100)	lu	vo	be	zu	da
mo	pa	lu	ya	ne	/10 (110)	mo	pa	lu	ya	ne
go	cu	sa	je	cha	/10 (120)	go	cu	sa	je	cha
rru	lla	pu	mo	ta	/10 (130)	rru	lla	pu	mo	ta
gu	di	fu	bo	vu	/10 (140)	gu	di	fu	bo	vu
que	du	mi	so	bi	/10 (150)	que	du	mi	so	bi

Testing Environment Arranged

During Testing

The *AIMSweb MIDE* Syllable Reading Fluency Task is a standardized test. Therefore, these specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

Syllable Reading Fluency Standardized Directions for 1-Minute Administration

- Place the practice items in front of the child. An example of the practice items is shown below. The copy has been reduced in size to save space.

Syllable Reading Practice Items

ma pe

- Explain the task using these specific directions:

“Mira esta sílaba (point to the first syllable on the practice probe). **No tiene sentido, pero las letras tienen sonidos y podemos leerlas:** (point to the letter “m”) /m/, (point to the letter “a”) /a/. **La sílaba completa dice** /m/ /a/ (point to each letter) **o** /ma/ (run your finger fast through the whole syllable). **Acuérdate que no tiene sentido. Puedes decir los sonidos de las letras, /m//a/** (point to each letter), **o puedes leer toda la sílaba, /ma/.** (run your finger fast through the whole syllable). **Quiero que me digas cualquier sonido que sepas.**

¿Listo (a)? Vamos a probar una. Lee esta sílaba lo mejor que puedas (point to the syllable, “pa”) **Pon tu dedo debajo de cada letra y dime su sonido, o lee toda la sílaba.**

CORRECT RESPONSE:

If the child responds “pe” or with either of the two sounds, say

Muy bien. Los sonidos son /p/ /e/ o “pe”

INCORRECT RESPONSE:

If student gives any other response, you say,

Mira: (point to the letter “p”) /p/. (point to the letter “e”) /e/. **Juntos los sonidos son /p/ /e/** (point to each letter) **o “pe”** (run your finger fast through the whole syllable). **Acuérdate que puedes decir los sonidos de las letras o puedes leer toda la sílaba. Vamos a probar otra vez. Lee esta sílaba lo mejor que puedas** (point to the syllable “pe”).

- Place the student copy in front of the child.

“En esta página puedes ver más sílabas (point to the student probe). **Cuando yo digo “empieza,” comienza aquí** (point to the first syllable), **lee através de la página** (point across the page), **y lee todas las sílabas que puedas. Acuérdate que puedes decir los sonidos de las letras o puedes leer toda la sílaba. Pon tu dedo debajo de la primera sílaba. ¿Listo (a)? Empieza.”**

- Start your stopwatch. If the student does not respond with a sound within 3 seconds, tell the student the sound and say, **“¿y el próximo sonido?”** If they don’t respond, or if they respond incorrectly, point to the next syllable.
- If the student does not get any sounds correct in syllables 1-5, discontinue the task and record a score of 0.
- Follow along on the examiner copy of the probe and underline each phoneme the student provides correctly, either in isolation or in the context of the syllable. Put a slash “/” over each phoneme read incorrectly or omitted.
- At the end of 1 minute, place a bracket “]” after the last phoneme provided by the student and say, **“Alto.”**
- For repeated measurement when the student clearly understands the directions and procedure, use these shortened directions:

“Cuando yo digo “empieza,” comienza aquí (point to the first syllable), **lee através de la página** (point across the page), **y lee las sílabas lo mejor que puedas. Acuérdate que puedes decir los sonidos de las letras o puedes leer toda la sílaba. Pon tu dedo debajo de la primera sílaba. ¿Listo (a)? Empieza.”**

Things You Need To Do After Testing: Scoring

It is important that results are scored immediately after the 1-minute testing is completed to ensure accurate results. Students receive 1 point for every correct sound within a syllable, blended or unblended, that is pronounced in 1 minute.

General Scoring Rules

What is a Correct Letter Sound?

The number of correct sounds are counted. This can be calculated by the individual sounds in the syllable or by the number of sounds in the complete syllable if it is read as a blended unit.

Correct Letter Sounds. Underline the individual letters for phonemes produced correctly in isolation and give credit for each letter-sound correspondence produced correctly.

For example, if the stimulus syllable is “me” and the student says /m/ /e/, the individual letters would be underlined, m e, with a score of 2.

Correct Syllables. Underline the entire syllable if the student reads the syllable rather than the individual phonemes.

For example, if the syllable to be read is “mu” and the student says “mu” the entire syllable would be underlined with a single line mu. The student would receive a score of 2.

Self-Corrections. If a student makes an error and corrects him/herself within 3 seconds, write “SC” above the letter and count it as correct.

Sounds Produced Out of Order. Letter sounds produced in isolation but out of order are scored as correct.

For example, if the stimulus syllable is “le” and the student says, /e/ /l/, all letters would be underlined, l /e with a score of 2.

Blended letter sounds must be correct and in the correct sequence (beginning, ending) to receive credit.

For example, if the stimulus syllable is “le” and the student says, “el”, neither letter sound would be counted correctly.

Note: Articulation and Dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inference. This is a professional judgment and should be based on the student’s responses and any prior knowledge of their speech patterns. For example, a student may regularly utilize the English pronunciation of the letter “v”. If the stimulus syllable is “ve” and the student uses the /v/ rather than the /b/ sound, the “v” would be underlined and credit for a correct-letter sound correspondence would be given.

What is an Incorrect Letter Sound?

Incorrect Letter Sounds. Put a slash “/” through any individual phonemes produced incorrectly in a word.

For example, if the stimulus syllable is “lu” and the student says “lo”, the letter “l” would be underlined and the letter “u” would have a slash through it. The student would receive a score of 1.

3-Second Rule. Students may read sound-by-sound, or syllable-by-syllable. Choose the 3-second rule that corresponds to how the student is reading.

Sound-by-Sound. If the student struggles with a sound for 3 seconds, say the sound, mark it as incorrect by drawing a slash “/” through it. Point to the next sound and say “¿cuál sonido?”

Syllable-by-syllable. If a student struggles with a syllable for 3 seconds, say the syllable, mark it as incorrect by drawing a slash “/” through the entire syllable. Point to the next syllable and say “¿cuál sílaba?”

What About Repetitions and Insertions?

Repeated Sounds. Letter sounds pronounced twice while sounding out the syllable are given credit only once.

For example, if the stimulus syllable is “re” and the student says, /r/ /r/ /e/, the letter “r” is underlined once and the student receives 1 point for the phoneme “r” even though the sound for the letter “r” was pronounced correctly twice. The student would receive a score of 2.

Insertions. Insertions are not scored as incorrect.

For example, if the stimulus syllable is “lo” and the student says “los”, the letters “l” and “o” would be underlined and full credit would be given for the syllable with no penalty for the insertion of /s/.

Note: Skipped Row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

What About Silent Letters?

The letter “h”. If a student pronounces the silent “h” as the English “h”, it is scored as incorrect whether the phoneme is produced individually or in a blended syllable.

The letters qu and gu in isolation. If the stimulus syllable is “que,” “qui,” “gue” or “gui” and the student pronounces the “u”, it is ignored if the sounds are pronounced in isolation.

For example, if the stimulus syllable is “que” and the student says /c/ /u/ /e/, a single line would be drawn under “qu” and another line under “e” and the student would receive 2 points.

Blended letters qu and gu. A silent “u” that is pronounced in a blended syllable is always counted as incorrect.

For example, if the stimulus syllable is “qui” and the student says /cui/, a slash is drawn through “qu” and the student receives 1 point.

Syllable Reading Fluency Video Practice 1: Jesse

pe	ra	chi	fo	mi	/10 (10)
so	llu	cu	que	be	/10 (20)
za	pu	di	ha	je	/10 (30)
li	nu	te	rro	va	/10 (40)
yo	ze	do	pa	jo	/10 (50)
la	ne	qui	llu	ba	/10 (60)
zi	rri	me	pi	se	/10 (70)
ho	ca	fu	no	su	/10 (80)

Count the total number of syllables read _____

Syllable Reading Fluency Video Practice 1 Answer Key: Jesse

<u>pe</u>	<u>ra</u>	<u>chi</u>	<u>fo</u> ^{sc}	<u>mi</u>	/10 (10)
<u>so</u>	<u>llu</u> ^{sc}	<u>cu</u>	<u>que</u>	<u>be</u>	/10 (20)
<u>za</u>	<u>pu</u>	<u>di</u>	<u>ha</u>	<u>je</u>	/10 (30)
<u>li</u>	<u>nu</u>	<u>te</u>	<u>rro</u>	<u>va</u>	/10 (40)
<u>yó</u>	<u>ze</u>	<u>do</u>	<u>pa</u> ^{sc}	<u>jo</u>	/10 (50)
<u>la</u>	<u>ne</u> ^{sc}	<u>qui</u>	<u>llu</u> ^{sc}	<u>ba</u>	/10 (60)
<u>zi</u>	<u>rri</u>	<u>me</u>	<u>pi</u>	<u>se</u>	/10 (70)
<u>ho</u>	<u>ca</u>	<u>fu</u>	<u>no</u>	<u>su</u>]	/10 (80)

Total number of syllables read = 73

Syllable Reading Fluency Video Practice 2: Scarlett

pe	ra	chi	fo	mi	/10 (10)
so	llu	cu	que	be	/10 (20)
za	pu	di	ha	je	/10 (30)
li	nu	te	rro	va	/10 (40)
yo	ze	do	pa	jo	/10 (50)
la	ne	qui	llu	ba	/10 (60)
zi	rri	me	pi	se	/10 (70)
ho	ca	fu	no	su	/10 (80)

Count the total number of sounds read _____

Checking Out Accuracy in Test Administration

A copy of the Accuracy of Implementation Rating Scale (AIRS) for Letter Sounds is in the Appendix.

Compare your scores for Scarlett with a partner and compute Inter-Scorer Agreement.

Your Score _____ Correct Letters.

Your Partner's Score _____ Correct Letters.

Lower score / Higher score =

_____ = . _____ x 100 = _____ %

Syllable Reading Fluency Video Practice 2 Answer Key: Scarlett

<u>pe</u>	<u>ra</u>	<u>chi</u>	<u>fo</u>	<u>mi</u>	/10 (10)
<u>so</u>	<u>llu</u>	<u>cu</u>	<u>que</u>	<u>be</u>	/10 (20)
<u>za</u>	<u>pu</u>	<u>di</u>	<u>ha</u>	<u>je</u>	/10 (30)
<u>li</u>]	nu	te	rro	va	/10 (40)
yo	ze	do	pa	jo	/10 (50)
la	ne	qui	llu	ba	/10 (60)
zi	rri	me	pi	se	/10 (70)
ho	ca	fu	no	su	/10 (80)

Total number of sounds read = 22

Syllable and Word Spelling Fluency

In the *MIDE* Spelling assessment, a grade appropriate list of syllables or spelling words is dictated at a carefully set pace. A new word or syllable is dictated every 10 seconds. The student is scored based on the number of letters spelled in correct sequence and the number of words (or syllables) spelled correctly.

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
		Syllable Spelling	Grade 1 Spelling	Grade 1 Spelling	Grade 1 Spelling

Before Testing

Specific Materials Arranged

- Teacher copy of spelling list
- Numbered Student Response Sheet
- Sharpened Pencil for Student Use
- Stop Watch

Examiners use the set of standard directions below. Although a little wordy for students initially, field-testing on students taking comparable tests in English has resulted in quality responses from most students. Some students may not catch on initially and because the task is novel, we recommend that a short practice test be given. Once students are comfortable with the spelling test, examiners can use the shortened “familiar” directions.

During Testing

The *AIMSweb MIDE* Spelling Task is a standardized test. Therefore, these specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

Spelling Standard Directions for 2-Minute Administration

1. Say this to the student:

Vamos a hacer una prueba de deletreo que dura 2 minutos. Yo voy dictar unas palabras (sílabas) y quiero que las escribas en esta hoja (point to the student page). Escribe la primera palabra (sílabas) en el primer renglón, la segunda palabra (sílabas) en el segundo renglón, y sigue de la misma manera por toda la prueba. Yo te daré 10 segundos para cada palabra (sílabas).

Cuando yo digo la próxima palabra (sílabas), escríbela, aun si no has terminado la anterior. Recibirás crédito para cada letra correcta. ¿Tienes cualquier pregunta? (Pause) Vamos a empezar.

2. Say the first word and start your stopwatch.

3. Use homonyms in a sentence.

4. At the end of 10 seconds, stop your watch and say the next word. At the 20 second mark, stop your stopwatch. Repeat until you have administered all 12 words and your stop watch reads 120 seconds or 2 minutes. Do not clear the stopwatch until the test is completed. If the student does not begin to write within 3 seconds, repeat the word.

5. Monitor students to ensure they are writing on the correct line.

6. After 2 minutes say, “*Alto. Deja de escribir.*”

Familiar Shortened Directions

Vamos a hacer una prueba de deletreo. Cuando yo digo la primera palabra (sílabas), escríbela.

Testing is made easier by having the list of words to be dictated numbered. A sample examiner copy is shown below. We also have found it useful to make the spelling list easy to use as an answer key by having the number of Correct Letter Sequences (CLS) for each word, a cumulative CLS count, and the total number of CLS printed on the page. For any homonyms, a sentence is written on the spelling list next to the word as shown in the example.

Word	CLS/Count
1. alto	5/5
2. caminar	8/13
3. escoba	7/20
4. lunes	6/26
5. chivo	6/32
6. semana	7/39
7. bruja	6/45
8. querer	7/52
9. vez “Esta vez yo gané”	4/56
10. queso	6/62
11. comprar	8/70
12. grande	7/77

Things You Need To Do After Testing: Scoring

We recommend scoring a *MIDE* spelling test soon after it is administered. It is easy to score each test for the number of words or syllables spelled correctly (WSC or SSC). However, the most important task is to determine the number of correct letter sequences (CLS). This score is a better indicator of general spelling skill, is more likely to show change when students are improving in their general spelling ability, and provides diagnostic feedback about what a student is doing correctly to teachers and students.

Scoring WSC or SSC

Students must spell the dictated word or syllable correctly. While looking at the answer key on the spelling list, examiners circle correctly spelled words or syllables and sum them.

What is a Correct Letter Sequence (CLS)?

A CLS is a pair of letters correctly sequenced within a word. A CLS is not just a correct letter. What is unusual is that the spaces before and after a word or syllable are considered “letters” when counting CLS. Think about the word “*CASA*”.

For *CASA* to be spelled correctly, it is obvious that the C must be next to and before the A, and the A must be next to and before the S, and the S must be next to and before the final A.

Therefore, in *CASA*, we have at least 3 pairs of letters that go together:

C and A A and S S and A

For *CASA* to be spelled correctly, there can't be any letters before the C, likewise, there can't be any letters after the A. Instead of letters, there must be a space before the first letter and a space after the last letter. We will treat these beginning and last spaces as letters. Therefore, to be spelled correctly, *CASA* must have:

1. A space preceding the C (1 CLS);
2. The C preceding and next to the A (1 CLS);
3. The A preceding and next to the S (1 CLS);
4. The S preceding and next to the final A (1 CLS);
5. The final A followed by a space (1 CLS).

The total possible number of CLS in a word is equal to the number of letters plus 1. Thus *CASA* has 5 CLS possible if it is spelled correctly.

Here is another set of examples using the word *GATO*. To help keep track of each student's CLS, each CLS is marked with a caret “^”.

If written correctly as	<u>_gato_</u>	scored as <u>_g^a^t^o^_</u>	CLS = 5
If written as	<u>_goto_</u>	scored as <u>_g^ot^o^_</u>	CLS = 3
If written as	<u>_gata_</u>	scored as <u>_g^a^ta</u>	CLS = 3
If written as	<u>_gatos_</u>	scored as <u>_g^a^t^o^s</u>	CLS = 4


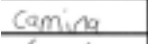

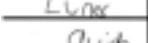
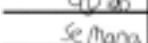
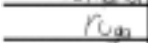
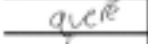

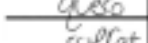
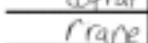


For the purposes of the spelling CBM, the letters ch, ll and rr are counted as two letters each.

Making Scoring More Efficient

As you gain experience scoring CLS, you will discover a number of strategies that can save you time, especially with very good spellers. Some of them are included below, but remember to be highly accurate the “long way” before using any short cuts.


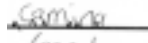

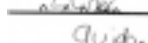
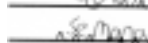


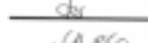
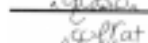



1. Circle the number of WSC or SSC. If all of the words are correct, use the cumulative CLS total and don't score each word for CLS
2. If the student only misses a few words, score those words for CLS and subtract this number from the total possible CLS for those words. This gives you the number of missed CLS. Subtract missed CLS from the cumulative count.
3. Again, if the student misses only a few words, examine the pattern of errors and consider these short cuts:
 - a. Any missing single letter equals 2 missing CLS.
 - b. Any 2 letters together that are missing equals 3 missing CLS
 - c. Any incorrectly inserted letter equals 1 missing CLS

Practice List 1: Jesse

Word	CLS/Count	Jesse's Answer	Your Score
1. alto	5/5	 = ata	1 _____
2. caminar	8/13	 = camina	2 _____
3. escoba	7/20	 = secoda	3 _____
4. lunes	6/26	 = lunes	4 _____
5. chivo	6/32	 = quido	5 _____
6. semana	7/39	 = semana	6 _____
7. bruja	6/45	 = ruga	7 _____
8. querer	7/52	 = quere	8 _____
9. vez “Esta vez yo gané”	4/56	 = des	9 _____
10. queso	6/62	 = queso	10 _____
11. comprar	8/70	 = coprat	11 _____
12. grande	7/77	 = rrane	12 _____

WSC ___ CLS ___

Answer Key: Practice List 1: Jesse

Word	CLS/Count	Jesse's Answer	Your Score
1. alto	5/5	 = [^] ata	1 = 1
2. caminar	8/13	 = [^] c [^] a [^] m [^] i [^] n [^] a	2 = 6
3. escoba	7/20	 = Sec [^] oda [^]	3 = 2
4. lunes	6/26	 = [^] L [^] u [^] n [^] e [^] s [^]	4 = 6
5. chivo	6/32	 = quido [^]	5 = 1
6. semana	7/39	 = [^] s [^] e [^] m [^] a [^] n [^] a [^]	6 = 7
7. bruja	6/45	 = r [^] uga [^]	7 = 2
8. querer	7/52	 = [^] q [^] u [^] e [^] r [^] e	8 = 5
9. vez “Esta vez yo gané”	4/56	 = des	9 = 0
10. queso	6/62	 = [^] q [^] u [^] e [^] s [^] o [^]	10 = 6
11. comprar	8/70	 = [^] c [^] o [^] p [^] r [^] a [^] t	11 = 4
12. grande	7/77	 = rr [^] a [^] ne [^]	12 = 3

WSC = 3 CLS = 43

Practice List 2: Anabel

Word	CLS/Count	Anabel's Answer	Your Score
1. alto	5/5	alto = alto	1 _____
2. caminar	8/13	caminar = caminan	2 _____
3. escoba	7/20	escoba = escoba	3 _____
4. lunes	6/26	lunes = lunes	4 _____
5. chivo	6/32	chibo = chibo	5 _____
6. semana	8/39	semana = semana	6 _____
7. bruja	6/45	bruja = bruja	7 _____
8. querer	7/52	querer = querer	8 _____
9. vez "Esta vez yo gané"	4/56	bes = bes	9 _____
10. queso	6/62	veso = yeso	10 _____
11. comprar	8/70	comprar = comprar	11 _____
12. grande	7/77	garande = garande	12 _____

WSC ___ CLS ___

Checking Out Accuracy in Test Administration

A copy of the Accuracy of Implementation Rating Scale (AIRS) for Letter Sounds is in the Appendix.

Compare your scores for Scarlett with a partner and compute Inter-Scorer Agreement.

Your Score _____ Correct Letters.

Your Partner's Score _____ Correct Letters.

Lower score / Higher score =

_____ = . _____ x 100 = _____%

Answer Key: Practice List 2: Anabel

Word	CLS/Count	Anabel's Answer	Your Score
1. alto	5/5	alto = a^l^t^o^	1 = 5
2. caminar	8/13	caminar = c^a^m^i^n^a^n^	2 = 8
3. escoba	7/20	escoba = e^s^c^o^b^a^	3 = 7
4. lunes	6/26	lunes = l^u^e^s^	4 = 6
5. chivo	6/32	chibo = c^h^i^b^o^	5 = 4
6. semana	8/39	semana = s^e^m^a^a^	6 = 7
7. bruja	6/45	bruja = b^r^u^j^a^	7 = 6
8. querer	7/52	querer = q^u^e^r^e^r^	8 = 7
9. vez "Esta vez yo gané"	4/56	bes = bes	9 = 0
10. queso	6/62	veso = ye^s^o^	10 = 3
11. comprar	8/70	comprar = c^o^m^p^r^a^r^	11 = 8
12. grande	7/77	garande = g^a^r^a^n^d^e^	12 = 6

WSC = 9 CLS = 67

Spanish Reading CBM

In Spanish Reading CBM, students are asked to read aloud for one minute from meaningful, connected and graded passages of text that are written to represent general curriculum. The number of words read correctly and the number of errors are counted. Reading CBM in English has been demonstrated to be a valid general outcome measure of reading, including comprehension, for most students. Early field testing has shown this to be true for Spanish as well.

First Grade		
Fall	Winter	Spring
	Reading CBM Spanish	Reading CBM Spanish

Before Testing

Specific Materials Arranged

- Spanish Reading CBM first grade
- Stop watch
- Clipboard
- Pencil

During Testing

The *AIMSweb MIDE* Reading CBM Task is a standardized test. Therefore, these specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

Reading CBM Directions for Administration of 3 One-Minute Passages

1. Place the unnumbered copy in front of the student.
2. Place the numbered copy in front of you, but shielded so the student cannot see what you record.
3. Say:

“Cuando yo digo ‘empieza’ quiero que comiences aquí. (Point to the first word.) Lee a través de la página. (Move your finger across the first line of text.) Trata de leer todas las palabras. Si llegas a una palabra que no conoces, yo te la diré. Lee lo mejor que tú puedas. ¿Tienes preguntas?” (Pause)

Say:

“Empieza” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.

4. Follow along on your copy. Put a slash “/” through words read incorrectly.
5. At the end of 1 minute, place a bracket “]” after the last word read and say *“Alto.”*
6. Score and summarize by writing WRC/Errors.

Familiar Shortened Directions

Substitute . . .

“Cuando yo digo ‘empieza,’ comienza a leer con la primera palabra en esta página.”

Things To Do After Testing – Scoring

After the student has completed reading a passage, score immediately. Your most important task is to determine the number of Words Read Correctly (WRC). Determining WRC and errors is, in general, a straightforward process. Examiners put a slash “/” through incorrect words.

General Scoring Rules

What is a Word Read Correctly (WRC)?

Correctly pronounced words within context.

Incorrect words that are self-corrected within three seconds

What is an Error?

Mispronunciation of the word or substitution of another word

Omission of a word

3-second pauses or struggles (As early readers of Spanish may read syllable by syllable, allow 3 seconds after the last syllable pronounced before giving the child the word and moving on.)

What is Not Incorrect (Neither a WRC nor an Error)?

Repetitions of a word

Dialect differences (or pronunciation interference from English, such as the /z/ sound for Z or the /v/ sound for V)

Insertions (Consider them Qualitative Errors)

Calculating and Reporting Reading CBM Errors

Determining the WRC involves first recording the total number of words read and then subtracting the number of errors. Scores are reported in a standard format of WRC/Errors so that all educators are aware of exactly what is being reported. For example, Carlos finished reading after 1 minute at the 75th word, so he read 75 words total. Carlos also made 3 errors. Therefore his WRC was 72 with 3 errors and would be recorded as 72/3. It is important to remember this reporting format, as often, even with training, the scores reported incorrectly are total words read, not WRC which may give an inaccurate perception of a student’s reading skill.

Spanish Reading CBM Video Practice 1: Anabel

Listen to this student read. Count the number of Words Read Correctly and the number of errors.

El gato de la casa amarilla es muy flojo. Duerme todo el día en la ventana.	12
No atrapa ratones. No mira pájaros. No corretea abejas. No viene cuando lo llaman.	16
-¡Manú! -La viejita de la casa amarilla lo llama.	25
-¡Manú, acabo de ver un ratón!	30
Manú se cierra los ojos y no se levanta. No se levanta para ayudar a la viejita. Ni trata de atrapar ratones. ¡Claro que no! No se mueve porque es muy flojo.	39
Un día cuando Manú está dormido, algo le salta por encima. Algo le jala la oreja. Manú abre los ojos lentamente.	45
Un ratoncito esta en frente de él. El ratoncito le mira fijamente.	49
	57
	69
	77
	87
	98
	110

WRC _____

ERRORS _____

Answer Key: Spanish Reading CBM Video Practice 1: Anabel

El gato de la casa amarilla es muy flojo. Duerme todo el día en la ventana.	12
No atrapa ^{sc} ratones. No mira pájaros. No corretea abejas. No viene cuando lo llaman.	16
-¡Manú! -La viejita de la casa amarilla lo llama.	25
-¡Manú, acabo] de ver un ratón!	30
Manú se cierra los ojos y no se levanta. No se levanta para ayudar a la viejita. Ni trata de atrapar ratones. ¡Claro que no! No se mueve porque es muy flojo.	39
Un día cuando Manú está dormido, algo le salta por encima. Algo le jala la oreja. Manú abre los ojos lentamente.	45
Un ratoncito esta en frente de él. El ratoncito le mira fijamente.	49
	57
	69
	77
	87
	98
	110

WRC = 40

ERRORS = 1

Spanish Reading CBM Video Practice 2: Jesse

El gato de la casa amarilla es muy flojo. Duerme todo el día en la ventana.	12 16
No atrapa ratones. No mira pájaros. No corretea abejas. No viene cuando lo llaman.	25 30
-¡Manú! -La viejita de la casa amarilla lo llama.	39
-¡Manú, acabo de ver un ratón!	45
Manú se cierra los ojos y no se levanta. No se levanta para ayudar a la viejita. Ni trata de atrapar ratones. ¡Claro que no! No se mueve porque es muy flojo.	57 69 77
Un día cuando Manú está dormido, algo le salta por encima. Algo le jala la oreja. Manú abre los ojos lentamente.	87 98
Un ratoncito esta en frente de él. El ratoncito le mira fijamente.	110

WRC _____
 ERRORS _____

Checking Out Accuracy in Test Administration

A copy of the Accuracy of Implementation Rating Scale (AIRS) for Letter Sounds is in the Appendix.

Compare your scores for Jesse with a partner and compute Inter-Scorer Agreement.

Your Score _____ Words Read Correct.
 Your Partner's Score _____ Words Read Correct.
 Lower score / Higher score =
 _____ = . _____ x 100 = _____%

Spanish Reading CBM Video Practice 2: Jesse

El gato de la casa amarilla es muy flojo . Duerme todo el día en la ventana.	12 16
No atrapa ratones. No mira pá jaros. No corretea abejas. No viene cuando lo llaman.	25 30
-¡Manú! -La viejita de la casa amarilla lo llama.	39
-¡Manú, acabo de ver un ratón!	45
Manú se cierra los ojos y no se levanta. No se levanta para ayudar a la viejita. Ni trata de atrapar ratones. ¡Claro que no! No se mueve porque es muy flojo.	57 69 77
Un día cuando Manú está dormido, algo le salta por encima. Algo le jala la oreja. Manú abre los ojos lentamente.	87 98
Un ratoncito esta en frente de él. El ratoncito le mira fijamente.	110

WRC = 14
 ERRORS = 7

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Appendix

Reproducible Administration Directions

Letter Naming Fluency Standard Directions for 1- Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:

“Aquí ves unas letras (point to the student copy). Empieza aquí, (point to first letter) y dime los nombres de todas las letras que sepas. Si llegas a una que no sabes, te la diré. ¿Tienes cualquier pregunta? Pon tu dedo debajo de la primera letra.

¿Listo(a)?, empieza.”
4. Start your stopwatch. If the student fails to say the first letter name after 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter to indicate for the child to move on.
5. If the student provides the letter sound rather than the letter name say, *“Acuérdate que tienes que decirme el nombre de la letra y no el sonido que hace.”* This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and make a note at the top of the examiner copy. If the student provides the English name of the letter, count it as correct, but say, *“Dime los nombres en español”* This prompt also may be provided only once. Make a note on the examiner copy if the student continues to provide the letter names in English.
6. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash “/” through letters named incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter within 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter and say, *“¿cuál letra es?”*
9. At the end of 1 minute, place a bracket “]” after the last letter named and say, *“Alto.”*

Letter Sound Fluency Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:

“Aquí ves unas letras (point to the student copy). Empieza aquí, (point to first letter) y dime los sonidos (with emphasis) de todas las letras que sepas. Si llegas a una letra con un sonido que no sabes, te la diré. ¿Tienes cualquier pregunta? Pon tu dedo debajo de la primera letra. ¿Listo(a)?, empieza.”
4. Start your stopwatch. If the student fails to say the first letter sound after 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, “¿cuál sonido hace?” (with emphasis) to indicate for the child to move on.
5. If the student says the letter name rather than the letter sound say, “Acuérdate que tienes que decirme el sonido que hace la letra y no su nombre”. This prompt may be provided once during the administration. If the student continues providing letter names, mark each letter as incorrect and make a note at the top of the examiner copy.
6. If the student does not get any correct letter sounds within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash “/” through letter sounds given incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter sound within 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, “¿cuál sonido hace?”
9. At the end of 1 minute, place a bracket “]” after the last letter sound given and say, “Alto.”

Syllable Segmentation Fluency Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position so that the student cannot see what the examiner records.
2. Say these specific directions to the student:

“Te voy a decir una palabra. Después, quiero que tu me digas todas las sílabas, o partes, que oyes en la palabra. Por ejemplo, si yo digo “papalote,” tu dirías “pa-pa-lo-te” (tap the table with your hand to mark the syllables) con las partes bien separadas. Vamos a probar otra. Dime todas las sílabas, o partes, que oyes en “lechuga.”

CORRECT RESPONSE:

If student says, /le/ /chu/ /ga/, you say

Muy bien.

INCORRECT RESPONSE:

If student gives any other response, you say,

Las sílabas en lechuga son /le/ /chu/ /ga/. (tap out the syllables) Dime las sílabas en lechuga y acuérdate de separarlas.

3. *“Está bien. Ahora viene la primera palabra.”*
4. Give the student the first word and start your stopwatch. If the student does not say a syllable after 3 seconds, give the second word and score the first word as zero segments produced.
5. As the student says the syllables, mark the student response in the scoring column. Underline “ ” each syllable segment produced correctly. Put a slash “/” through syllables produced incorrectly. If the student pronounces two syllables (in a word with three or more syllables) without a pause between them, score the response as one syllable segment.
6. If the student simply repeats the word, score the item as incorrect and say, *“acuérdate que tienes que separar las sílabas.”* This prompt may be provided once during the administration.
7. As soon as the student is finished saying the syllables, present the next word promptly and clearly.
8. The maximum time for each syllable segment is 3 seconds. If the student does not provide the next syllable segment within 3 seconds, give the student the next word. If the student provides the initial syllable only, wait 3 seconds for elaboration.
9. At the end of 1 minute, stop presenting words and scoring further responses. Place a bracket “]” after the last syllable produced. Add the number of syllable segments produced correctly. Record the total number of syllable segments produced correctly on the bottom of the scoring sheet.

DISCONTINUE RULE: If a student has not given any syllable segments correctly in the *first 5 words*, discontinue the task and record a score of zero (0).

Syllable Reading Fluency Standard Directions for 1-Minute Administration

1. Place the practice items in front of the child.
2. Explain the task using these specific directions:

“Mira esta sílaba (point to the first syllable on the practice probe). **No tiene sentido, pero las letras tienen sonidos y podemos leerlas:** (point to the letter “m”) /m/, (point to the letter “a”) /a/. **La sílaba completa dice** /m/ /a/ (point to each letter) **o** /ma/ (run your finger fast through the whole syllable). **Acuérdate que no tiene sentido. Puedes decir los sonidos de las letras, /m//a/** (point to each letter), **o puedes leer toda la sílaba, /ma/.** (run your finger fast through the whole syllable). **Quiero que me digas cualquier sonido que sepas.**

¿Listo (a)? Vamos a probar una. Lee esta sílaba lo mejor que puedas (point to the syllable, “pe”) **Pon tu dedo debajo de cada letra y dime su sonido, o lee toda la sílaba.**

CORRECT RESPONSE:

If the child responds “pe” or with either of the two sounds, say

Muy bien. Los sonidos son /p/ /e/ o “pe”

INCORRECT RESPONSE:

If student gives any other response, you say,

Mira: (point to the letter “p”) /p/. (point to the letter “e”) /e/. **Juntos los sonidos son /p/ /e/** (point to each letter) **o “pe”** (run your finger fast through the whole syllable). **Acuérdate que puedes decir los sonidos de las letras o puedes leer toda la sílaba. Vamos a probar otra vez. Lee esta sílaba lo mejor que puedas** (point to the syllable “pe”).

3. Place the student copy in front of the child.
4. **“En esta página puedes ver más sílabas** (point to the student probe). **Cuando yo digo “empieza,” comienza aquí** (point to the first syllable), **lee através de la página** (point across the page), **y lee todas las sílabas que puedas. Acuérdate que puedes decir los sonidos de las letras o puedes leer toda la sílaba. Pon tu dedo debajo de la primera sílaba. ¿Listo (a)? Empieza.”**
5. Start your stopwatch. If the student does not respond with a sound within 3 seconds, tell the student the sound and say, **“¿y el próximo sonido?”** If they don’t respond, or if they respond incorrectly, point to the next syllable.
6. If the student does not get any sounds correct in syllables 1-5, discontinue the task and record a score of 0.
7. Follow along on the examiner copy of the probe and underline each phoneme the student provides correctly, either in isolation or in the context of the syllable. Put a slash “/” over each phoneme read incorrectly or omitted.
8. At the end of 1 minute, place a bracket “]” after the last phoneme provided by the student and say, **“Alto.”**

Familiar Shortened Directions

“Cuando yo digo “empieza,” comienza aquí (point to the first syllable), **lee através de la página** (point across the page), **y lee las sílabas lo mejor que puedas. Acuérdate que puedes decir los sonidos de las letras o puedes leer toda la sílaba. Pon tu dedo debajo de la primera sílaba. ¿Listo (a)? Empieza.”**

Spelling Standard Directions for 2-Minute Administration

1. Say this to the student:

Vamos a hacer una prueba de deletreo que dura 2 minutos. Yo voy dictar unas palabras (sílabas) y quiero que las escribas en esta hoja (point to the student page). Escribe la primera palabra (sílabas) en el primer renglón, la segunda palabra (sílabas) en el segundo renglón, y sigue de la misma manera por toda la prueba. Yo te daré 10 segundos para cada palabra (sílabas).

Cuando yo digo la próxima palabra (sílabas), escíbela, aun si no has terminado la anterior. Recibirás crédito para cada letra correcta. ¿Tienes cualquier pregunta? (Pause) Vamos a empezar.

2. Say the first word and start your stopwatch. If the student does not begin writing within 3 seconds, repeat the word.
3. Use homonyms in a sentence.
4. At the end of 10 seconds, stop your watch, say the next word and start your watch again. At the 20 second mark, stop your stopwatch. Repeat until you have administered all 12 words and your stop watch reads 120 seconds or 2 minutes. Do not clear the stopwatch until the test is completed.
5. Monitor students to ensure they are writing on the correct line.
6. After 2 minutes say, “*Alto. Deja de escribir.*”

Familiar Shortened Directions

Vamos a hacer una prueba de deletreo. Cuando yo digo la primera palabra (sílabas), escíbela.

Reading CBM Directions for Administration of 3 One-Minute Passages

1. Place the unnumbered copy in front of the student.
2. Place the numbered copy in front of you, but shielded so the student cannot see what you record.
3. Say:

“Cuando yo digo ‘empieza’ comienza aquí. (Point to the first word.) Lee a través de la página. (Move your finger across the first line of text.) Trata de leer todas las palabras. Si llegas a una palabra que no conoces, yo te la diré. Lee lo mejor que tú puedas. ¿Tienes preguntas?” (Pause)

Say:

“Empieza” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.

4. Follow along on your copy. Put a slash “/” through words read incorrectly.
5. At the end of 1 minute, place a bracket “]” after the last word read and say *“Alto.”*
6. Score and summarize by writing WRC/Errors.

Familiar Shortened Directions

Substitute . . .

“Cuando yo digo ‘empieza,’ comienza a leer con la primera palabra en esta página.”

Letter Naming Fluency Accuracy of Implementation Rating Scale (AIRS)

Letter Naming Fluency Accuracy of Implementation Rating Scale (AIRS)	
Examiner: _____	Date: _____
Observer: _____	Observation 1: _____
X = completed accurately O = incorrect	Observation 2: _____
	Observation 3: _____

Step	Observation 1	Observation 2	Observation 3
Places student copy in front of child			
Places examiner copy out of view of child			
Seated appropriate distance from child			
Says standardized directions			
Turns tape recorder on (optional)			
Says <i>“Empieza”</i>			
Starts stopwatch at correct time (after student says first letter)			
Marks errors on examiner copy			
Times accurately for 1 minute			
Stays <i>“Alto”</i>			
Stops stopwatch			
Marks last letter read with a bracket			
Turns off tape recorder (optional)			
Determines # of Correct Letters			
Records score			

Letter Sound Fluency Accuracy of Implementation Rating Scale (AIRS)

Letter Sound Fluency Accuracy of Implementation Rating Scale (AIRS)	
Examiner: _____	Date: _____
Observer: _____	Observation 1: _____
X = completed accurately O = incorrect	Observation 2: _____
	Observation 3: _____

Step	Observation 1	Observation 2	Observation 3
Places student copy in front of child			
Places examiner copy out of view of child			
Seated appropriate distance from child			
Says standardized directions			
Turns tape recorder on (optional)			
Says <i>“Empieza”</i>			
Starts stopwatch at correct time (after student says first letter)			
Marks errors on examiner copy			
Times accurately for 1 minute			
Stays <i>“Alto”</i>			
Stops stopwatch			
Marks last letter read with a bracket			
Turns off tape recorder (optional)			
Determines # of Correct Letters			
Records score			

Accuracy of Implementation (AIRS)

Syllable Segmentation Fluency Accuracy of Implementation Rating Scale (AIRS)

Syllable Segmentation Fluency Accuracy of Implementation Rating Scale (AIRS)	
Examiner: _____	Date: _____
Observer: _____	Observation 1: _____
X = completed accurately O = incorrect	Observation 2: _____
	Observation 3: _____

Step	Observation 1	Observation 2	Observation 3
Places examiner copy out of view of child			
Seated appropriate distance from child			
Says standardized directions			
Turns tape recorder on (optional)			
Says " <i>primera palabra</i> " and starts stopwatch at correct time (after student says first segment)			
Marks errors on examiner copy			
Times accurately for 1 minute			
Stops stopwatch			
Marks last syllable segment produced with a bracket			
Turns off tape recorder (optional)			
Determines # of Correct Syllable Segments			
Records score			

Syllable Reading Fluency Accuracy of Implementation Rating Scale (AIRS)

Syllable Reading Fluency Accuracy of Implementation Rating Scale (AIRS)	
Examiner: _____	Date: _____
Observer: _____	Observation 1: _____
X = completed accurately O = incorrect	Observation 2: _____
	Observation 3: _____

Step	Observation 1	Observation 2	Observation 3
Places practice item in front of child			
Seated appropriate distance from child			
Says standardized directions			
Places student copy in front of child			
Places examiner copy out of view of child			
Turns tape recorder on (optional)			
Says <i>“Empieza”</i>			
Starts stopwatch at correct time (after student says first letter or syllable)			
Marks errors on examiner copy			
Times accurately for 1 minute			
Stays <i>“Alto”</i>			
Stops stopwatch			
Marks last letter or syllable read with a bracket			
Turns off tape recorder (optional)			
Determines # of correctly read phonemes			
Records score			

Spelling-CBM Accuracy of Implementation Rating Scale (AIRS)

Spelling-CBM Accuracy of Implementation Rating Scale (AIRS)	
Examiner: _____	Date: _____
Observer: _____	Observation 1: _____
X = completed accurately O = incorrect	Observation 2: _____
	Observation 3: _____

Step	Observation 1	Observation 2	Observation 3
Has list of spelling words			
Spelling list is from annual words			
Spelling list has administration times			
Spelling list has CLS by word and cumulative count			
Reads directions accurately			
Starts stopwatch at first word			
Dictates words at correct pace			
Dictates words at appropriate volume			
Uses homonyms in sentence			
Use appropriate "place" cues when appropriate			
Monitors students for getting lost			
Provides appropriate cues for finding place			
Accurate 2 minute timing			
Ensures that atudents stop writing as directed			

Reading CBM Accuracy of Implementation Rating Scale (AIRS)

Reading CBM Accuracy of Implementation Rating Scale (AIRS)	
Examiner: _____	Date: _____
Observer: _____	Observation 1: _____
X = completed accurately O = incorrect	Observation 2: _____
	Observation 3: _____

Step	Observation 1	Observation 2	Observation 3
Places student copy in front of child			
Places examiner copy out of view of child			
Seated appropriate distance from child			
Says standardized directions			
Says " <i>primera palabra</i> " and starts stopwatch at correct time (after student says first segment)			
Marks errors on examiner copy			
Times accurately for 1 minute			
Stays " <i>Alto</i> "			
Stops stopwatch			
Marks last word read with a bracket			
Turns off tape recorder (optional)			
Determines WRC and Errors			
Records score			