

## GRADE 1

### Grade 1 - NWF – Nonsense Word Fluency – 1-minute measure

**Why NWF matters:** It tells you if a student can transfer decoding skills to unfamiliar words.

**Measures** basic decoding and phonics skills and allows us to see if students can automatically: make letter-sound correspondences, blend sounds, apply phonics knowledge

**Equitable** – reduced bias from vocabulary/background knowledge, focus on decoding skills rather than exposure, as sometimes students use: memory (sight word recognition), context, guessing

### NWF – Nonsense Word Fluency – Scoring

#### 1) CLS – Correct Letter Sound

CLS is the total number of letter sounds pronounced correctly in one minute

- (/b/i/m/) = 3 points for CLS whether said in isolation or blended together
- b – im = 3 points (/i/ and /m/ are blended but you can hear both)
- /b/ /e/ /m/ = 2 points (1 incorrect vowel sound)

Self-Corrections: If a student makes an error, but corrects themselves within 3 seconds, mark "sc" above the sound and count it as correct.

Final answer rule: The student's final answer is the one that counts. If they initially say an incorrect sound but change it, score the final sound.

#### 2) WWR – Whole Words Read

WWR stands for whole words read (not sounding out letter by letter). It measures automaticity

- "bim" = 1 point for WWR. Word must be read completely and correctly
- Full word must be the first and only response
- Sounding out first gives credit for CLS but ZERO points for WWR

**Ending - use a square bracket ] to indicate where a student gets to when the timer goes**

## GRADE 1

### GRADE 1 NWF (Correct Letter Sound)

| MEASURE              | BENCHMARK            | SUPPORT                          | BOY   | MOY   | EOY   |
|----------------------|----------------------|----------------------------------|-------|-------|-------|
| Non-Word Fluency CLS | Above Benchmark      | Likely to need core support      | 34+   | 59+   | 81+   |
|                      | At Benchmark         | Likely to need core support      | 27-33 | 43-58 | 58-80 |
|                      | Below Benchmark      | Likely to need strategic support | 18-26 | 33-42 | 47-57 |
|                      | Well Below Benchmark | Likely to need intensive support | 0-17  | 0-32  | 0-46  |

### GRADE 1 NWF -WWR (Whole Word Read)

| MEASURE              | BENCHMARK            | SUPPORT                          | BOY | MOY  | EOY   |
|----------------------|----------------------|----------------------------------|-----|------|-------|
| Non-Word Fluency WWR | Above Benchmark      | Likely to need core support      | 4+  | 17+  | 25+   |
|                      | At Benchmark         | Likely to need core support      | 1-3 | 8-16 | 13-24 |
|                      | Below Benchmark      | Likely to need strategic support | 0   | 3-7  | 6-12  |
|                      | Well Below Benchmark | Likely to need intensive support |     | 0-2  | 0-5   |

## GRADE 1-3

### Grade 1-3 - ORF – Oral Reading Fluency – 1-minute measure

**Why ORF matters:** In an ORF, assessment students read an unfamiliar passage aloud for 1 minute (timed). ORF assessments measure a student's reading rate and accuracy. ORF assessments indicate a student's reading trajectory (on track, at risk, or needing intervention), measure growth over time, correlate with comprehension, and provide data to inform instructional practice.

#### ORF - Oral Reading Fluency – Scoring

Start timing at the first word of the paragraph. If the student reads the title, do not interrupt. Do not time or score the title.

**Self-Corrections:** If a student makes an error, but corrects themselves within 3 seconds, mark "sc" above the sound and count it as correct. Do not interrupt the student when this happens; keep the pace going.

**Errors:** If a student reads a word incorrectly, skips a word, or reads words out of order, slash it as an error and move on without providing the correct word. If a student inserts extra words, they do not count as an error - they will not be able to get as far into the passage so they would be penalized twice if insertions were counted as errors.

**Skipped Rows:** If a student skips an entire row, count all words in that row as errors.

**Note:** Articulation differences are not errors – i.e. Tat for Kat, including the schwa i.e. b as 'b(uh)' k as "k(uh)"\*

#### WPM

Count the total number of words read correctly during the one-minute reading.

For each error made, subtract one from the total words read.

For example, if a student reads 84 words but makes 7 errors, the calculation would be:

$$\text{WCPM} = \text{Total Words Read} - \text{Errors}$$

$$\text{WCPM} = 84 - 7 = 77$$

$$\text{WCPM} = 77$$

#### Accuracy

To find the accuracy score, use the formula:

$$\text{Accuracy Score} = (\text{WCPM} \text{ divided by the Total Words Read}) \times 100$$

Using the previous example:

$$\text{Accuracy Score} = (77/84) \times 100$$

$$\text{Accuracy Score} = 91.67\%$$

#### Interpreting the ORF

- Accuracy and WCPM at benchmark? Continue general classroom instruction
- Accuracy above benchmark & rate below benchmark? Implement fluency intervention
- Accuracy & rate below benchmark? further assessment of decoding skills, conduct NWF (tells you whether a student can transfer decoding skills to unfamiliar words). If Nonsense word fluency below benchmark: further exploration of letter-sound correspondence knowledge

## Early Literacy Screening Assessment Guide



### GRADE 1 ORF (Accuracy)

| MEASURE              | BENCHMARK            | SUPPORT                          | BOY | MOY     | EOY     |
|----------------------|----------------------|----------------------------------|-----|---------|---------|
| Oral Reading Fluency | Above Benchmark      | Likely to need core support      | X   | 86%+    | 97%+    |
|                      | At Benchmark         | Likely to need core support      | X   | 78%-85% | 90%-96% |
|                      | Below Benchmark      | Likely to need strategic support | X   | 68%-77% | 82%-89% |
|                      | Well Below Benchmark | Likely to need intensive support | X   | 0%-67%  | 0%-81%  |

**PLEASE NOTE - PASSAGES DO NOT INCREASE IN DIFFICULTY OVER THE YEAR**

### GRADE 1 ORF (Words Correct)

| MEASURE              | BENCHMARK            | SUPPORT                          | BOY | MOY   | EOY   |
|----------------------|----------------------|----------------------------------|-----|-------|-------|
| Oral Reading Fluency | Above Benchmark      | Likely to need core support      | X   | 34+   | 67+   |
|                      | At Benchmark         | Likely to need core support      | X   | 23-33 | 47-66 |
|                      | Below Benchmark      | Likely to need strategic support | X   | 16-22 | 32-46 |
|                      | Well Below Benchmark | Likely to need intensive support | X   | 0-15  | 0-31  |

## Early Literacy Screening Assessment Guide



### GRADE 2 ORF (Accuracy)

| MEASURE              | BENCHMARK            | SUPPORT                          | BOY     | MOY     | EOY     |
|----------------------|----------------------|----------------------------------|---------|---------|---------|
| Oral Reading Fluency | Above Benchmark      | Likely to need core support      | 96% +   | 99%+    | 99%+    |
|                      | At Benchmark         | Likely to need core support      | 90%-95% | 96%-98% | 97%-98% |
|                      | Below Benchmark      | Likely to need strategic support | 81%-89% | 91%-95% | 93%-96% |
|                      | Well Below Benchmark | Likely to need intensive support | 0%-80%  | 0%-90%  | 0%-92%  |

### GRADE 2 ORF (Words Correct)

| MEASURE              | BENCHMARK            | SUPPORT                          | BOY   | MOY   | EOY    |
|----------------------|----------------------|----------------------------------|-------|-------|--------|
| Oral Reading Fluency | Above Benchmark      | Likely to need core support      | 68 +  | 91+   | 104+   |
|                      | At Benchmark         | Likely to need core support      | 52-67 | 72-90 | 87-103 |
|                      | Below Benchmark      | Likely to need strategic support | 37-51 | 55-71 | 65-86  |
|                      | Well Below Benchmark | Likely to need intensive support | 0-36  | 0-54  | 0-6    |

## Early Literacy Screening Assessment Guide



### GRADE 3 ORF (Accuracy)

| MEASURE              | BENCHMARK            | SUPPORT                          | BOY     | MOY     | EOY     |
|----------------------|----------------------|----------------------------------|---------|---------|---------|
| Oral Reading Fluency | Above Benchmark      | Likely to need core support      | 98% +   | 99%+    | 99%+    |
|                      | At Benchmark         | Likely to need core support      | 95%-97% | 96%-98% | 97%-98% |
|                      | Below Benchmark      | Likely to need strategic support | 89%-94% | 92%-95% | 94%-96% |
|                      | Well Below Benchmark | Likely to need intensive support | 0%-88%  | 0%-91%  | 0%-93%  |

**PLEASE NOTE - PASSAGES DO NOT INCREASE IN DIFFICULTY OVER THE YEAR**

### GRADE 3 ORF (Words Correct)

| MEASURE              | BENCHMARK            | SUPPORT                          | BOY   | MOY    | EOY     |
|----------------------|----------------------|----------------------------------|-------|--------|---------|
| Oral Reading Fluency | Above Benchmark      | Likely to need core support      | 90 +  | 105+   | 118+    |
|                      | At Benchmark         | Likely to need core support      | 70-89 | 86-104 | 100-117 |
|                      | Below Benchmark      | Likely to need strategic support | 55-66 | 68-85  | 80-99   |
|                      | Well Below Benchmark | Likely to need intensive support | 0-54  | 0-67   | 0-79    |

**PLEASE NOTE - PASSAGES DO NOT INCREASE IN DIFFICULTY OVER THE YEAR**

## Grade 3 Maze - 3 minute timed screener (can be whole class and individual)

**Why Maze matters:** Maze is a quick and efficient way to check a student's comprehension skills. It can be completed by the whole class at once. It is the first screener in a pathway of screeners as high comprehension in a Maze often indicates high fluency.

### Maze – Scoring

- Begin instructions using the script provided
- Hand out Maze
- Go over practice questions
- Finish instructions
- Start the stopwatch after saying "begin"

Calculate the number of accurate answers in 1 minute = 32

Calculate the errors (6) and divide that number by 2 =  $6/2 = 3$

Subtract the number of errors from the number of accurate responses

$32 - 3 = 29$

29 is the adjusted score

The adjusted score is used to compensate for guessing which makes the screener more reliable.

| MEASURE             | BENCHMARK            | SUPPORT                          | BOY | MOY | EOY  |
|---------------------|----------------------|----------------------------------|-----|-----|------|
| Maze Adjusted Score | Above Benchmark      | Likely to need core support      | 11  | 16  | 23   |
|                     | At Benchmark         | Likely to need core support      | 8   | 11  | 19   |
|                     | Below Benchmark      | Likely to need strategic support | 5   | 7   | 14   |
|                     | Well Below Benchmark | Likely to need intensive support | 0-4 | 0-6 | 0-13 |