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:

WCPM = Total Words Read−Errors
WCPM = 84−7=77
WCPM = 77

Accuracy
To find the accuracy score, use the formula:
Accuracy Score = (WCPM divided by the Total Words Read) x 100
Using the previous example:
Accuracy Score = (77/84) x 100
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 3 minutes = 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***

Information from Acadience Reading K-6 Assessment Manual - Appendices p. 144