











## AIMSweb Letter Sound Fluency

### Directions

#### 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:
 

*"Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the sound (with emphasis) of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin."*

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, "What sound" (with emphasis) to indicate for the child to move on.

5. If the student says the letter name rather than the letter sound say, "Remember to tell me the sound (with emphasis) the letter makes, not its name." This prompt may be given only once during the administration. If the student continues providing the letter names, mark each as incorrect and indicate by making a note at the top of the examiner copy.

6. If a student does not get any correct letter sounds in the first 10 letters (1 row), discontinue the task and record a score of zero (0).

7. Follow along on the examiner copy. Put a (/) through letters named 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, "What sound?"

9. At the end of 1 minute, place a bracket (]) after the last letter named and say, "Stop."

## Benchmark Period #3 – Spring

### Grade K AIMSweb Nonsense Word Fluency

vej	fof	pum	tot	sof	/ 15 (15)
fim	bel	reb	yev	zak	/ 15 (30)
mol	pas	dod	vud	jip	/ 15 (45)
yep	bej	jag	lilc	bak	/ 15 (60)
en	fuz	sup	yab	zug	/ 14 (74)
ic	hus	nij	duv	miz	/ 14 (88)
vab	veg	huk	jon	eb	/ 14 (102)
tvv	zem	vuc	buj	fak	/ 15 (117)
rev	joc	tiv	plb	em	/ 14 (131)
jem	lec	bij	ub	mef	/ 14 (145)
nek	sos	tul	jas	kud	/ 15 (160)
luc	tob	roz	pav	vav	/ 15 (175)
sog	lul	min	mav	tig	/ 15 (190)
loj	hoc	fum	lum	kav	/ 15 (205)
fut	saf	kan	deb	viz	/ 15 (220)

Total Corrects: \_\_\_\_\_

AIMSweb Nonsense Word Fluency

**Directions**

**Nonsense Word Fluency Standard Directions for 1-Minute Administration**

- Place the practice items in front of the child.
- Explain the task using these specific directions.  
*"Look at this word (point to the first word on the practice probe). It's a make-believe word, not a real word. All the letters have sounds: (point to the letter 'b') /b/, (point to the letter 'l') /l/, (point to the letter 'm') /m/. Altogether the sounds are /b/ /l/ /m/ (point to each letter) or 'bim' (run your finger fast through the whole word). Remember, it's a made up word. You can say the sounds of the letters, /b/ /l/ /m/ (point to each letter), or you can say the whole word 'bim' (run your finger fast through the whole word). Be sure to say any sounds you know.*

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

<p>Correct Response: If the child responds 'lat' or with some or all of the sounds, say</p>	<p>Incorrect Response: If the child does not respond within 3 seconds or responds incorrectly, say</p>
<p><i>That's right. The sounds are /l/ /a/ /t/ or "lat'.</i></p>	<p><i>Watch me (point to the letter 'l') /l/, (point to the letter 'a') /a/, (point to the letter 't') /t/. Altogether the sounds are /l/ /a/ /t/ (point to each letter) or 'lat' (run your finger fast through the whole word). Remember, you can say the sounds or you can say the whole word. Let's try again. Read this word the best you can (point to the word 'lat').</i></p>

- Place the student copy in front of the child  
*"Here are some more make-believe words (point to the student probe). When I say 'begin', start here (point to the first word), go across the page (point across the page), and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin."*
- Start your stopwatch. If the student does not respond with a sound within 3 seconds, tell the student the sound and say, "next sound?" If they don't respond, or if they respond incorrectly, point to the next word.
- If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of zero (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 nonsense word. 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, "Stop."

**Benchmark Period #2 – Winter**  
**Grade K AIMSweb Letter Sound Fluency**

i r p e h j n g u k / 10 (10)

w r g u t s o f n h / 10 (20)

d k b r a t z o l g / 10 (30)

s z r m w k h o p i / 10 (40)

o r u p v g f k a d / 10 (50)

g k j z f u p t w c / 10 (60)

f u a h g s l n e m / 10 (70)

v r s w d m h e y j / 10 (80)

r y g s u w j p v b / 10 (90)

i w j c g o n a y h / 10 (100)

Total Corrects: \_\_\_\_\_

## AIMSweb Phoneme Segmentation Fluency

### Directions Phoneme Segmentation Fluency Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.

2. Say these exact directions to the student:

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

Correct Response: If the student says, /m/ /o/ /p/	Incorrect Response: If the student gives any other response, you say
Very good.	The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".

*"Ok. Heer is your first word."*

3. Give the student the first word and start your stopwatch. If the student does not say a sound segment after 3 seconds, give the second word and score the first word as zero segments produced.

4. As the student says the sounds, mark the student response in the scoring column.

Underline (        ) each sound segment produced correctly. Put a slash (/) through sounds produced incorrectly.

5. As soon as the student is finished saying the sounds, present the next word promptly and clearly.

6. The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment within 3 seconds, give the student the next word. If the student provides the initial sound only, wait 3 seconds for elaboration.

7. At the end of 1 minute, stop presenting words and scoring further responses. Place a bracket (|) after the last segment produced. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

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

Note: Articulation and Dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference.

## Benchmark Period #3 – Spring Grade K AIMSweb Phoneme Segmentation Fluency

swung	/s/ /w/ /u/ /n/ g/	day	/d/ /a/ /i/	16 (6)
pushed	/p/ /u/ /sh/ /t/	slave	/s/ /l/ /a/ /i/ /v/	18 (14)
shade	/sh/ /a/ /i/ /d/	creek	/k/ /r/ /e/ /a/ /k/	17 (21)
beach	/b/ /e/ /a/ /ch/	ran	/r/ /a/ /n/	16 (27)
truth	/t/ /r/ /oo/ /th/	well	/w/ /e/ /l/	17 (34)
mills	/m/ /l/ /l/ /z/	patch	/p/ /a/ /ch/	17 (41)
brook	/b/ /r/ /u/ /k/	them	/th/ /e/ /m/	17 (48)
give	/g/ /i/ /v/	bath	/b/ /a/ /th/	16 (54)
floor	/f/ /l/ /o/ /r/	knows	/n/ /o/ /a/ /z/	16 (60)
band	/b/ /a/ /n/ /d/	check	/ch/ /e/ /k/	17 (67)
dog	/d/ /o/ /g/	shine	/sh/ /i/ /e/ /n/	16 (73)
track	/t/ /r/ /a/ /k/	yell	/y/ /e/ /l/	17 (80)
fight	/f/ /i/ /e/ /t/	few	/f/ /y/ /oo/	16 (86)
oak	/o/ /a/ /k/	calm	/k/ /o/ /l/ /m/	16 (92)
meet	/m/ /e/ /a/ /t/	stop	/s/ /t/ /o/ /p/	17 (99)

Total Corrects: \_\_\_\_\_



## AIMSweb Phoneme Segmentation Fluency

### Directions

#### Phoneme Segmentation Fluency Standard Directions for 1-Minute Administration

- Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
- Say these exact directions to the student:

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

Correct Response: If the student says, /m/ /o/ /p/	Incorrect Response: If the student gives any other response, you say
<i>Very good.</i>	<i>The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".</i>

*"Ok. Heer is your first word."*

- Give the student the first word and start your stopwatch. If the student does not say a sound segment after 3 seconds, give the second word and score the first word as zero segments produced.
- As the student says the sounds, mark the student response in the scoring column. Underline (   ) each sound segment produced correctly. Put a slash ( / ) through sounds produced incorrectly.
- As soon as the student is finished saying the sounds, present the next word promptly and clearly.
- The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment within 3 seconds, give the student the next word. If the student provides the initial sound only, wait 3 seconds for elaboration.
- At the end of 1 minute, stop presenting words and scoring further responses. Place a bracket ( ) after the last segment produced. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

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

**Note:** Articulation and Dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference.

### Benchmark Period #2 – Winter Grade K AIMSweb Phoneme Segmentation Fluency

sort	/s/ /or/ /t/	weight	/w/ /ai/ /t/	/ 6 (6)
match	/m/ /a/ /ch/	touch	/t/ /u/ /ch/	/ 6 (12)
meal	/m/ /ea/ /l/	bee	/b/ /ea/	/ 5 (17)
put	/p/ /uu/ /t/	trees	/t/ /r/ /ea/ /z/	/ 7 (24)
face	/f/ /ai/ /s/	guess	/g/ /e/ /s/	/ 6 (30)
mean	/m/ /ea/ /n/	them	/th/ /e/ /m/	/ 6 (36)
swing	/s/ /w/ /i/ /ng/	taught	/t/ /o/ /t/	/ 7 (43)
at	/a/ /t/	hung	/h/ /u/ /ng/	/ 5 (48)
hopped	/h/ /o/ /p/ /t/	tight	/t/ /ie/ /t/	/ 7 (55)
plays	/p/ /l/ /ai/ /z/	earth	/ir/ th/	/ 6 (61)
hook	/h/ /uu/ /k/	each	/ea/ /ch/	/ 5 (66)
reached	/r/ /ea/ /ch/ /t/	same	/s/ /ai/ /m/	/ 7 (73)
wires	/w/ /ie/ /r/ /z/	lips	/l/ /i/ /p/ /s/	/ 8 (81)
nick	/n/ /i/ /k/	showed	/sh/ /oa/ /d/	/ 6 (87)
paid	/p/ /ai/ /d/	sell	/s/ /e/ /l/	/ 6 (93)

Total Corrects: \_\_\_\_\_

**Benchmark Period #3 – Spring**  
**Grade K AIMSweb Letter Sound Fluency**

o u d h a s g j f w / 10 (10)

o s j h r a p b i y / 10 (20)

h e z y r s t j w l / 10 (30)

a z h c m s g f b p / 10 (40)

u z i y n e j k o c / 10 (50)

d t p e i h l k y c / 10 (60)

w a f v r i l n u z / 10 (70)

p i c g s e f z a v / 10 (80)

k g l c t e s b z i / 10 (90)

p t y i j u b k n h / 10 (100)

Total Corrects: \_\_\_\_\_

**AIMSweb Nonsense Word Fluency**

**Directions**

**Nonsense Word Fluency Standard Directions for 1-Minute Administration**

- Place the practice items in front of the child.
- Explain the task using these specific directions:  
 "Look at this word (point to the first word on the practice probe). It's a make-believe word, not a real word. All the letters have sounds: (point to the letter 'b') /b/, (point to the letter 'l') /l/, (point to the letter 'm') /m/. Altogether the sounds are /b/ /l/ /m/ (point to each letter) or 'blm' (run your finger fast through the whole word). Remember, it's a made up word. You can say the sounds of the letters, /b/ /l/ /m/ (point to each letter), or you can say the whole word 'blm' (run your finger fast through the whole word). Be sure to say any sounds you know."  
 Ready? Let's try one. Read this word the best you can (point to the word 'lat'). Point to each letter and tell me the sound or tell me the whole word."  
 Correct Response:  
 some or all of the sounds, say  
 That's right. The sounds are /l/ /a/ /t/ or "lat."  
 If the child does not respond within 3 seconds or responds incorrectly, say  
 Watch me (point to the letter 'l') /l/, (point to the letter 'a') /a/, (point to the letter 't') /t/. Altogether the sounds are /l/ /a/ /t/ (point to each letter) or 'lat' (run your finger fast through the whole word). Remember, you can say the sounds or you can say the whole word. Let's try again. Read this word the best you can (point to the word 'lat').
- Place the student copy in front of the child  
 "Here are some make-believe words (point to the student probe). When I say 'begin', start here (point to the first word); go across the page (point across the page); and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin."
- Start your stopwatch. If the student does not respond within 3 seconds, tell the student the sound and say, "next sound?" If they don't respond, or if they respond incorrectly, point to the next word.
- If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of zero (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 nonsense word. 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, "Stop."

AIMSweb Letter Sound Fluency  
**Directions**

**Letter Sound Fluency Standard Directions for 1-Minute Administration**

- Place the student copy in front of the student.
- Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
- Say these specific directions to the student:  
*"Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the sound (with emphasis) of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin."*
- 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, "What sound" (with emphasis) to indicate for the child to move on.
- If the student says the letter name rather than the letter sound say, "Remember to tell me the sound (with emphasis) the letter makes, not its name." This prompt may be given only once during the administration. If the student continues providing the letter names, mark each as incorrect and indicate by making a note at the top of the examiner copy.
- If a student does not get any correct letter sounds in the first 10 letters (1 row), discontinue the task and record a score of zero (0).
- Follow along on the examiner copy. Put a (/) through letters named incorrectly.
- 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, "what sound?"
- At the end of 1 minute, place a bracket (]) after the last letter named and say, "Stop."

**Benchmark Period #2 – Winter**  
**Grade K AIMSweb Nonsense Word Fluency**

fec	zok	miv	yoc	kod	/ 15 (15)
kol	rez	suz	rev	wev	/ 15 (30)
nam	log	tam	wol	kos	/ 15 (45)
vac	mas	yob	siv	fep	/ 15 (60)
sut	joj	muj	eb	pol	/ 14 (74)
nes	duj	sim	luj	uv	/ 14 (88)
beb	id	et	jag	kac	/ 13 (101)
num	lum	wup	us	hak	/ 14 (115)
tul	wil	meb	pif	yov	/ 15 (130)
wap	hov	tof	mek	mag	/ 15 (145)
rij	fum	pom	dov	pim	/ 15 (160)
rel	riz	ij	tup	vip	/ 14 (174)
het	lef	bas	sen	div	/ 15 (189)
wif	fiv	ut	wep	mup	/ 14 (203)
hes	vav	ruv	zal	maj	/ 15 (218)

Total Corrects: \_\_\_\_\_

## AIMSweb Letter Naming Fluency

### 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:  
*"Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the names of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin."*

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, *"Remember to tell me the name, not the sound it makes."* This prompt may be given only once during the administration. If the student continues providing the letter sounds, mark each as incorrect and indicate by making a note at the top of the examiner copy.

6. If a student does not get any correct letter names in the first 10 letters (1 row), discontinue the task and record a score of zero (0).
7. Follow along on the examiner copy. Put a (/) 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, *"What letter?"*
9. At the end of 1 minute, place a bracket (|) after the last letter named and say, *"Stop."*

## Benchmark Period #3 – Spring

### Grade K AIMSweb Letter Naming Fluency

F y n d P r t a v C / 10 (10)

W V k J Z H M K R U / 10 (20)

c O e b u j h l a d / 10 (30)

v P R L i S W Q K n / 10 (40)

I o P M c V h Y N b / 10 (50)

J F y C I M d L A e / 10 (60)

g u N j V i U H k m / 10 (70)

r L j v h D o w i Q / 10 (80)

R W Q u G X D p F v / 10 (90)

i E g z P x d r j Q / 10 (100)

Total Corrects: \_\_\_\_\_