

AimswebPlus Early Literacy/Reading Cheat Sheet

Early Literacy (Kindergarten/First Grade)

Initial Sounds (IS)

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Task:
Student looks at four pictures and either points to the one that begins with a given letter sound or verbally produces the sound that begins the word.

Skills assessed:
Phonemic awareness, which is an awareness of individual sounds in spoken words.

Phoneme Segmentation (PS)

moon /m/ /u/ /n/
cheek /ch/ /ee/ /k/
dig /d/ /i/ /g/
meadow /m/ /e/ /d/ /o/ /w/
loop /l/ /oo/ /p/
shut /sh/ /u/ /t/
ring /r/ /i/ /ng/
crooked /k/ /r/ /oo/ /k/ /e/ /d/
fun /f/ /u/ /n/

Task:
Student states the individual phonemes in orally presented words.

Skills assessed:
Phonemic awareness, an awareness of (and ability to produce) the individual sounds in spoken words.

Letter Naming Fluency (LNF)

u	D	P	S	R	A	X	y	I	n
C	V	g	W	A	G	J	z	c	E
r	W	Z	F	M	c	L	t	u	f
g	c	T	Y	U	b	d	p	S	o
c	G	S	U	J	d	a	T	K	m

Task:
Student states the names of visually presented uppercase and lowercase letters for one minute.

Skills assessed:
Letter recognition, which is the ability to name uppercase and lowercase letters fluently.

Letter Word Sounds Fluency (LWSF)

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Task:
Student states the sounds of visually presented letters, vowel-consonant pair, and CVC words for one minute.

Skills assessed:
Letter-sound knowledge, including recognition of the phonetic attributes of consonants, consonant-vowels, and CVC blends. Also, phonics, the ability to produce the sounds of letters and combine those sounds into the sounds of letter strings (i.e., syllables and words).

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Nonsense Word Fluency (NWF)

jub	haj	fus	fes	tiv
zos	dek	hiz	vom	sot
naj	us	jij	zuc	juj
zaj	vis	yug	feg	tal
fef	faf	jav	pel	dec
fek	teq	poc	yiz	kof
suq	jel	daf	jut	zak
det	jiz	zej	sib	kuj
bub	rab	miv	muc	vak
non	kat	noj	sef	ap
veb	puc	fuv	tif	tot
poj	yaj	huk	yop	pej
ol	toj	wik	zok	mod

Task:

Student says the words or sounds of visually presented non-real words for one minute.

Skills assessed:

Phonics, the ability to produce the sounds of letters and combine those sounds into the sounds of letter strings.

Print Concepts (PC)



Sample Items:

"Show me how you hold this book to read it."

"Point to a word on this page."

"Show me the end of this story."

Task:

Student points to or verbally states the answer to nine questions about a book.

Skills assessed:

A student's understanding of the purpose, use, and contents of a book.

Word Reading Fluency (WRF)

are	at	like
you	were	way
his	an	because
the	out	most
it	made	which
and	no	see
on	after	down
a	through	even

Task:

Student reads a word list aloud for one minute.

Skills assessed:

Reading fluency of sight words. This is an intermediate step between phonetic decoding and reading connected text.

Oral Reading Fluency (ORF) first grade

Bob is a big dog. He is a big lab mix. He plays tag with the cat. In the hot sun, he digs pits to sit in the mud. If I rub his hip, his leg jumps up and down.

The dog had bones. He hid his bones in the yard. He hid them in the pits he dug in the mud.

The dog was always happy. He was never without a bone. The dog's teeth were very sharp and white, but he never bit anyone. He only chewed on bones.

One day the dog was sleeping. A rat came into the yard. "I will take this dog's bones," said the rat. "He will never know that I have taken them."



Task:

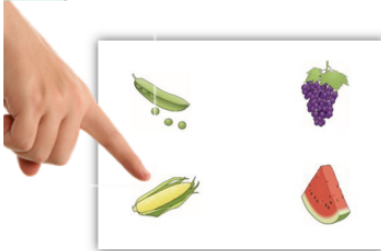
Student reads a story aloud for one minute. Benchmarking includes two stories.

Skills assessed:

Reading fluency, the ability to read connected text specific to readability levels for each grade with fluency and accuracy.

Early Literacy (Kindergarten/First Grade) ctd.

Auditory Vocabulary (AV)



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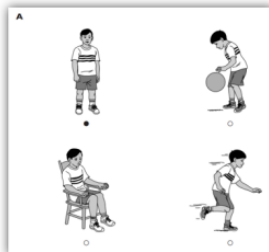
Task:

Student points to one of four pictures that matches an orally presented word.

Skills assessed:

Vocabulary, the ability to understand age-appropriate spoken words.

Listening Comprehension (LC)



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Task:

Student listens to an examiner read a statement while they look at four picture answer choices. Student marks a matching response.

Skills assessed:

The ability to understand text that is designed to be read. Used as an indicator of linguistic comprehension.

Rapid Automatized Naming (RAN) Objects



Add-on measure

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Task:

Student states the names of 40 pictures in order as quickly as possible.

Skills assessed:

Rapid naming of objects. RAN is an indicator of risk for reading difficulties and is often used for dyslexia screening.

Reading (2nd – 5th Grade & 6-12th Grade Intervention)

Oral Reading Fluency (ORF)

Leo went to the forest every day to gather firewood. He would collect the wood, tie it into small bundles, and carry the bundles home each day. He would pack his lunch and stay in the forest until sunset. At noon he would have his lunch, and at noon a bird would visit him. It was white with ash-colored wings and was larger than a dove but smaller than an eagle. Leo always shared a morsel of his food with the bird. Leo called it Jayko and would talk to it from time to time.

One very hot summer day, Leo began to eat his lunch and Jayko arrived right on time. Leo gave him some of his lunch, and the bird eagerly pecked at it. It was so hot, Leo decided to take a nap. As he lay down, the bird began to peck and saw at him. The bird was able to continue Leo to follow him. Jayko kept flying small distances waiting for Leo to catch up. Finally they came upon a broken stone wall. Leo had once heard that a rich businessman used to live here long ago. One day he left for a foreign country and never returned. His wife lived alone for a long time, and it was said that she buried her jewelry box and that a strange bird would guard over it attacking anyone that got near.

Was it possible that Jayko was this bird? Suddenly the bird flew from the wall to the ground and started pecking. Leo helped the bird, and sure enough, they uncovered a jewelry box. It was filled with gold, diamonds, rubies, and other precious stones.

Leo decided not to go back to town for fear that his treasure would be taken from him. With Jayko on his shoulder, he travelled to a large city far away. He became a rich man and built a beautiful mansion. The mansion had a large garden filled with ponds and flowers. Jayko had all the mangoes that he could eat, and Leo lived a long and happy life.

Task:

Student reads a story aloud for one minute. Benchmarking includes two stories.

Skills assessed:

Reading fluency, the ability to read connected text specific to readability levels for each grade with fluency and accuracy.

Reading Comprehension (RC–FF) Fixed Forms

1 Before the Erie Canal was made, people in New York State rode boats to Albany which lies on the Hudson River. At Albany, all the people and food headed for the West had to be unloaded. There was no waterway to the West, so people walked or rode in wagons. The roads were often muddy and steep. People wanted an easier way to travel.

2 Someone had the idea to dig a long ditch that would stretch from the Hudson River to Lake Erie of the Great Lakes. In the beginning, Thomas Jefferson called the idea "a [little short of madness](#)."

3 A man named Oliver Crompton studied the idea. He gained a canal from Albany to Buffalo. Many people thought the canal wouldn't work. Crompton went ahead with his plan. Men and horses dug the canal in the 1820s. He opened the Erie Canal in 1825. Water in the ditch held boats with flat bottoms. Mules next to the ditch pulled the boats. The boats carried everything to cities along the Erie Canal. Because of this, the cities grew. Crompton's plan had worked.

The Erie Canal was built during the

- ☐ 1810s
- ☐ 1820s
- ☐ 1840s
- ☐ 1880s

Task:

Student reads six passages of text and answers multiple-choice questions about each passage. Each passage has three to five questions.

Skills assessed:

The test measures the student's ability to answer questions about grade-appropriate informational and literary text.

It also assesses the main reading comprehension standards of key ideas/details, craft and structure, and integration of knowledge/ideas.

Vocabulary (VOC)

Someone who has **courage** is

- ☐ brave
- ☐ cheerful
- ☐ handsome
- ☐ honest

BACK NEXT

Task:

Student identifies the meanings of target words by selecting from multiple-choice options.

Skills assessed:

Knowledge of grade-appropriate words.

Silent Reading Fluency (SRF)

Usually Malcolm did not mind being home sick for a day. He didn't have to go to school or do his daily chores. Instead, he got to read comic books and watch movies. He also got to eat his favorite foods.

Malcolm usually does not mind being

- ☐ late for school
- ☐ sick at home
- ☐ hungry

Task:

Student reads three stories, each divided into four brief segments, and answers a multiple-choice question about each segment. Reading segments are timed.

Skills assessed:

The ability to quickly read and correctly answer questions about grade-appropriate story segments.

Maze: Grades 1-12

Classic Reading Maze (Maze)

One day Fern was collecting herbs in the forest when she heard voices in the glen just over the hill. Fern knew that all the land (been, than, that) stretched for miles around belonged to (her, the, she) father. She knew that only outlaws (but, and, was) criminals would dare trespass on her (listen, voices, father's) land. Her father was very wealthy, (or, and, dear) he forbade people to walk on (his, him, they) land without his consent.

Fern had (top, her, she) father's permission, so she wasn't too (stretch, pertain, worried) about trespassing. She was, however, worried (wasn't, about, there) the voices she heard. The owners (you, up, of) the voices might try to kidnap (her, dear, his). After all, she was the daughter (for, be, of) a rich man. Still, Fern couldn't (myself, stamp, carved) out her curiosity. She had to (mean, one, see) who was trespassing on her father's (told, land, about).

As quietly as she could, Fern (crept, made, only) up the slanting slope and peeked (face, plant, over) the top. There was no one (some, there, tree) to listen to. The forest was (scared, another, silent). The only sounds were those of (were, tree, plant) branches swaying gently in the breeze. (Fern, Her, From) tipped her head and listened.

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Task:

Student silently reads cloze reading passage and selects the correct missing word from a set within the passage on a worksheet for three minutes.

Skills assessed:

Demonstrate sufficient silent reading fluency and reading comprehension skills by selecting the correct word to complete a sentence when presented passages created using the multiple-choice cloze technique.

Classic Written Expression: Grades 1-12

Classic Written Expression (WE)

AIMSweb® WCEM Story Starters

Cross-Age Suitable for All Benchmark Grades

1. I couldn't fall asleep in my tent. I heard this noise outside and ...
2. My father sold his store last year and my whole family ...
3. All during the day I was nervous. I ran home at 3:00. When I got home ...
4. I was fishing in the river when I felt a terrific tug on the line and ...
5. One sunny morning, some kids talked to the lake for a picnic lunch. After they ate, the ...
6. As I got up from my chair, I turned around and noticed all the smoke in the room ...
7. Every day after school my friends and I would go to the playground and ...
8. The cave was dark and here were a lot of twists and turns and funny corners. I was scared but kept going and ...
9. A young deer stepped into the river and bent his head down to drink. From where I was standing, I ...
10. The long freight train pulled into the station and ...
11. The two space invaders stepped out of their spaceship and ...
12. A police officer stopped the driver for speeding and ...
13. The children were rehearsing for the school play and ...
14. The noise was getting louder and louder ...

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Task:

Student writes a story after being given an orally presented story starter for three minutes. The student is given one minute to prepare.

Skills assessed:

Ability to communicate thoughts and ideas in writing demonstrated by writing a story that is mechanically, semantically, and syntactically correct. Scores are also available to consider total words written and correct spelling.