Notes and Observations:

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AIMSWEB® CHARTING THE PATH TO LITERACY | *Test of Early Literacy*

First Grade Benchmark Assessments

Given To: _____

School: _____

Fall Date		*Scored By*	
Winter Date		*Scored By*	
Spring Date		*Scored By*	

	LNF	*LSF*	*PSF*	*NWF*	*R-CBM*
Fall Benchmark Period					
Winter Benchmark Period					
Spring Benchmark Period					

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."*

Notes and Observations:

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Benchmark Period #1 – Fall
Grade 1 AIMSweb Letter Naming Fluency

F	h	w	Y	y	B	X	D	M	s	/ 10 (10)
U	z	Q	H	k	V	S	O	Z	G	/ 10 (20)
C	D	A	u	F	Y	E	t	Q	z	/ 10 (30)
m	j	v	G	h	f	X	C	g	i	/ 10 (40)
y	U	n	l	a	S	V	P	v	B	/ 10 (50)
Y	A	O	P	W	k	q	H	Q	f	/ 10 (60)
n	Z	K	l	G	r	j	X	Y	T	/ 10 (70)
r	N	T	l	p	O	z	S	v	A	/ 10 (80)
f	e	z	k	x	N	i	j	T	V	/ 10 (90)
p	j	k	R	n	L	G	Z	v	C	/ 10 (100)

Total Corrects: _____

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 named letter and say, *"Stop."*

Notes and Observations:

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Benchmark Period #1 – Fall
Grade 1 AIMSweb Letter Sound Fluency

e	g	v	y	w	a	c	l	r	t	/ 10 (10)
z	o	g	j	i	u	r	m	y	f	/ 10 (20)
b	c	z	t	e	y	d	s	p	o	/ 10 (30)
z	k	i	u	f	g	e	v	b	h	/ 10 (40)
w	t	m	h	a	r	u	n	b	y	/ 10 (50)
z	m	n	v	i	o	g	e	y	j	/ 10 (60)
k	f	r	i	w	y	s	p	l	o	/ 10 (70)
n	z	r	u	e	d	j	w	l	h	/ 10 (80)
w	i	s	z	t	o	p	m	j	f	/ 10 (90)
y	u	b	t	l	h	g	c	k	r	/ 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. Here 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 1 AIMSweb Reading Curriculum-Based Measurement

The cat in the yellow house was lazy. All day long he slept	13
in the window.	16
He didn't hunt for mice. He didn't watch the birds. He	27
didn't chase after bees. He didn't come when he was called.	38
"Harry!" The old woman that lived in the yellow house with	49
him would call. "Harry, I just saw a mouse!"	58
Harry would close his eyes and purr. He would not get up	70
to help the old woman. He would not go and catch the mouse.	83
Oh no, he would not move because Harry was very lazy.	94
One day Harry was sleeping. Something jumped onto his	103
pillow. Something tugged on his ear. Harry opened his eyes	113
slowly. A tiny mouse stood in front of him. The mouse crossed	125
his eyes at Harry. He stuck out his tongue at Harry.	136
"I bet you can't catch me," he shouted at Harry.	146
"You are right," Harry said. "I can't catch you." Then Harry	157
went back to sleep.	161
The mouse watched Harry sleep. "What an odd cat," he	171
said to himself. "I have never heard of a cat who will not chase	185
mice. I think I will call my brothers and sisters. This is a good	199
place to live. No cat will chase us out."	208
The mouse called his family. His family came to stay. They	219
built nests in the walls. They built nests in the floors. They	231
built nests in the TV. They even built a nest under Harry.	243
Harry was asleep, so he didn't notice.	250

Total Corrects: _____

Benchmark Period #3 – Spring
Grade 1 AIMSweb Reading Curriculum-Based Measurement

Sue liked to play games. She liked to play inside and	11
outside games. She liked any game she tried. One of her	22
favorites was "Skip-Bo." She would always ask her friends to	33
play.	34
One day, her friend Josh had a new game. Sue had not	46
played it before. It was called "Sorry!" She and Josh got out all	59
of the parts. They tried to read the rules together. Then they	71
set up the game. They played that game many times.	81
They had a snack time. They had some cookies and milk.	92
Then they wanted to play a different game. Sue picked out	103
a game. She had lots of games in her room. She picked	115
"Mouse Trap." It was fun to set up the parts. They laughed as	128
they played.	130
When they got tired of that game, they picked another.	140
Josh chose checkers. Sue was red. Josh was black. They	150
were both good at this game. It lasted a long time.	161
Sue knew Josh's tricks, and Josh knew her tricks. They	171
didn't fall into any traps.	176
The game lasted so long that no one won before it was time	189
for Josh to go home.	194
They left the pieces as they were. They were going to play	206
again tomorrow. Josh was going to come over after school.	216
Sue told Josh thanks for coming over. Josh said thanks for	227
having him over.	230

Total Corrects: _____

Benchmark Period #1 – Fall
Grade 1 AIMSweb Phoneme Segmentation Fluency

Word	Phonemes	Word	Phonemes	
bed	/b/ /e/ /d/	smoke	/s/ /m/ /oa/ /k/	/ 7 (7)
sack	/s/ /a/ /k/	move	/m/ /oo/ /v/	/ 6 (13)
fill	/f/ /i/ /l/	them	/th/ /e/ /m/	/ 6 (19)
all	/o/ /l/	oil	/oi/ /l/	/ 4 (23)
hid	/h/ /i/ /d/	town	/t/ /ow/ /n/	/ 6 (29)
drink	/d/ /r/ /i/ ng/ /k/	skin	/s/ /k/ /i/ /n/	/ 9 (38)
dough	/d/ /oa/	love	/l/ /u/ /v/	/ 5 (43)
bath	/b/ /a/ /th/	lead	/l/ /ea/ /d/	/ 6 (49)
won	/w/ /u/ /n/	fence	/f/ /e/ /n/ /s/	/ 7 (56)
five	/f/ /ie/ /v/	bones	/b/ /ao/ /n/ /z/	/ 7 (63)
light	/l/ /ie/ /t/	wild	/w/ /ie/ /l/ /d/	/ 7 (70)
tooth	/t/ /oo/ /th/	ride	/r/ /ie/ /d/	/ 6 (76)
homes	/h/ /oa/ /m/ /z/	hug	/h/ /u/ /g/	/ 7 (83)
moves	/m/ /oo/ /v/ /z/	and	/a/ /n/ /d/	/ 7 (90)
cooked	/k/ /uu/ /k/ /t/	find	/f/ /ie/ /n/ /d/	/ 8 (98)

Total Corrects: _____

Directions

Nonsense Word 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.

"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 'i') */i/,* (point to the letter 'm') */m/. Altogether the sounds are /b/ /i/ /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/ /i/ /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."*

Correct Response:	Incorrect Response:
If the child responds 'lat' or with some or all of the sounds, say	If the child does not respond within 3 seconds or responds incorrectly, say
That's right. The sounds are /l/ /a/ /t/ or 'lat'.	*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').

3. Place the student copy in front of the child (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 sounds of the letter or read the whole word. Put your finger under the first letter or read the whole word. Ready, begin."*

4. 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.

5. If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of zero (0).

6. 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.

7. At the end of 1 minute, place a bracket (]) after the last phoneme provided by the student and say, *"Stop."*

Benchmark Period #3 – Spring
Grade 1 AIMSweb Reading Curriculum-Based Measurement

The black and white dog was very smart. He hid his bones	12
all over his yard. He hid his bones in the shadows of the trees.	26
He hid his bones under the swing set. He even hid his bones	39
in the sand of the sandbox.	45
The dog was always happy. He was never without a bone.	56
The dog's teeth were very sharp and white, but he never bit	68
anyone. He only chewed on bones.	74
One day the dog was sleeping. A rat came into his yard.	86
"I will take this dog's bones," said the rat. "He is sleeping.	98
He will never know that I have taken them."	107
So the sneaky rat snuck around the yard and stole every	118
bone. Then he slipped under the fence and climbed up a tree.	130
He had all the bones with him in a bag.	140
"I will watch the dog from this branch. I will see what he	153
does when he opens his eyes."	159
The dog opened his eyes. He was hungry. He got up to	171
dig up a bone. He dug. The hole was empty.	181
"I am sure that I hid a bone here. I hid it right in the shadow	197
of this tree." He looked around.	203
Then he heard the rat laughing. He looked up and saw the	215
rat on the branch.	219
"I took your bones!" the rat yelled.	226
Just then the bones fell out of the tree. The dog ran under	239
the fence and got them all. He chased the rat away.	250

Total Corrects: _____

AIMSweb
Reading Curriculum-Based Measurement (R-CBM)
Directions
R-CBM Standard Directions for 1-Minute Administration

1. Place the unnumbered copy in front of the student.

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

3. Say these specific directions to the student:

   "When I say begin, start reading out load at the top of the page. Read across the page (demonstrate by pointing). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions? (Pause.)

4. Say:
   "Begin" and start your stopwatch when the student says the first word. If the student fails to say the first word after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.

5. Follow along on the examiner copy. Put a slash (/) through words read incorrectly

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

7. Score and summarize by writing WRC/errors.

Benchmark Period #1 – Fall
Grade 1 AIMSweb Nonsense Word Fluency

im	kep	wuk	zis	zec	/ 14 (14)
des	yoc	fil	nib	tat	/ 15 (29)
vok	aj	sem	jut	lut	/ 14 (43)
loz	vuz	tod	pob	zuf	/ 15 (58)
jem	doz	fim	bef	vez	/ 15 (73)
iv	zij	fuf	um	ses	/ 13 (86)
sej	bal	nak	lis	wil	/ 15 (101)
jid	kak	hip	yit	doc	/ 15 (116)
jok	kod	zeb	vuc	os	/ 14 (130)
kul	bub	tuj	bof	vus	/ 15 (145)
rak	wob	det	beb	pog	/ 15 (160)
reg	yem	luc	rom	kac	/ 15 (175)
pon	sal	rud	hon	pav	/ 15 (190)
zon	mam	mol	jal	tal	/ 15 (205)
lik	yob	zez	tup	sup	/ 15 (220)

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: /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. Here 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 1 AIMSweb Nonsense Word Fluency

jub	hoj	fus	fes	tiv	/15 (15)
zos	dek	hiz	vom	sot	/15 (30)
naj	us	jij	zuc	juf	/14 (44)
zoj	vis	yug	feg	tal	/15 (59)
fef	faf	jav	pel	dec	/15 (74)
fek	teg	poc	yiz	kof	/15 (89)
sul	jel	daf	jut	zak	/15 (104)
det	ziz	zej	sib	kuj	/15 (119)
dub	rab	miv	muc	vok	/15 (134)
non	kat	noj	sef	ap	/14 (148)
veb	puc	fuv	tif	tot	/15 (163)
poj	yaj	huk	yop	ped	/15 (178)
ol	toj	wik	zok	mod	/14 (192)
uf	duv	tuf	bim	vad	/14 (206)
mip	az	tem	tuv	pot	/14 (220)

Total Corrects: _____

AIMSweb Nonsense Word Fluency
Directions
Nonsense Word 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.
   "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 'I') */i/,* (point to the letter 'm') */m/. Altogether the sounds are /b/ /i/ /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/ /i/ /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."*

Correct Response: If the child responds 'lat' or with some or all of the sounds, say	Incorrect Response: If the child does not respond within 3 seconds or responds incorrectly, say
That's right. The sounds are /l/ /a/ /t/ or "lat".	*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').

3. 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."*

4. 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.

5. If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of zero (0).

6. 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.

7. 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 1 AIMSweb Phoneme Segmentation Fluency

trees	/t/ /r/ /ea/ /z/	trade	/t/ /r/ /ai/ /d/	/ 8 (8)
swim	/s/ /w/ /i/ /m/	bone	/b/ /oa/ /n/	/ 7 (15)
noise	/n/ /oi/ /z/	paused	/p/ /o/ /z/ /d/	/ 7 (22)
gets	/g/ /e/ /t/ /s/	birds	/b/ /ir/ /d/ /z/	/ 8 (30)
store	/s/ /t/ /or/	bad	/b/ /a/ /d/	/ 6 (36)
to	/t/ /oo/	bare	/b/ /ai/ /r/	/ 5 (41)
sighed	/s/ /ie/ /d/	pull	/p/ /uu/ /l/	/ 6 (47)
parked	/p/ /ar/ /k/ /t/	named	/n/ /ai/ /m/ /d/	/ 8 (55)
be	/b/ /ea/	lose	/l/ /oo/ /z/	/ 5 (60)
those	/th/ /oa/ /z/	milk	/m/ /i/ /l/ /k/	/ 7 (67)
sack	/s/ /a/ /k/	rooms	/r/ /oo/ /m/ /z/	/ 7 (74)
shout	/sh/ /ow/ /t/	kid	/k/ /i/ /d/	/ 6 (80)
deck	/d/ /e/ /k/	bite	/b/ /ie/ /t/	/ 6 (86)
now	/n/ /ow/	find	/f/ /ie/ /n/ /d/	/ 6 (92)
him	/h/ /i/ /m/	that	/th/ /a/ /t/	/ 6 (98)

Total Corrects: _____

AIMSweb Nonsense Word Fluency
Directions

Nonsense Word 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.

"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 'i') */i/,* (point to the letter 'm') */m/. Altogether the sounds are /b/ /i/ /m/ 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/ /i/ /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."*

Correct Response: If the child responds 'lat' or with some or all of the sounds, say *That's right. The sounds are /l/ /a/ /t/ or "lat".*	Incorrect Response: 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/* (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').

3. Place the student copy in front of the child.

"Here are 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."*

4. 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.

5. If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of zero (0).

6. 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.

7. 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 1 AIMSweb Reading Curriculum-Based Measurement

The cat in the yellow house was lazy. All day long he slept	13
in the window.	16
He didn't hunt for mice. He didn't watch the birds. He	27
didn't chase after bees. He didn't come when he was called.	38
"Harry!" The old woman that lived in the yellow house with	49
him would call. "Harry, I just saw a mouse!"	58
Harry would close his eyes and purr. He would not get up	70
to help the old woman. He would not go and catch the mouse.	83
Oh no, he would not move because Harry was very lazy.	94
One day Harry was sleeping. Something jumped onto his	103
pillow. Something tugged on his ear. Harry opened his eyes	113
slowly. A tiny mouse stood in front of him. The mouse crossed	125
his eyes at Harry. He stuck out his tongue at Harry.	136
"I bet you can't catch me," he shouted at Harry.	146
"You are right," Harry said. "I can't catch you." Then Harry	157
went back to sleep.	161
The mouse watched Harry sleep. "What an odd cat," he	171
said to himself. "I have never heard of a cat who will not chase	185
mice. I think I will call my brothers and sisters. This is a good	199
place to live. No cat will chase us out."	208
The mouse called his family. His family came to stay. They	219
built nests in the walls. They built nests in the floors. They	231
built nests in the TV. They even built a nest under Harry.	243
Harry was asleep, so he didn't notice.	250

Total Corrects: _____

Benchmark Period #2 – Winter
Grade 1 Reading Curriculum-Based Measurement

Sue liked to play games. She liked to play inside and	11
outside games. She liked any game she tried. One of her	22
favorites was "Skip-Bo." She would always ask her friends to	33
play.	34
One day, her friend Josh had a new game. Sue had not	46
played it before. It was called "Sorry!" She and Josh got out all	59
of the parts. They tried to read the rules together. Then they	71
set up the game. They played that game many times.	81
They had a snack time. They had some cookies and milk.	92
Then they wanted to play a different game. Sue picked out	103
a game. She had lots of games in her room. She picked	115
"Mouse Trap." It was fun to set up the parts. They laughed as	128
they played.	130
When they got tired of that game, they picked another.	140
Josh chose checkers. Sue was red. Josh was black. They	150
were both good at this game. It lasted a long time.	161
Sue knew Josh's tricks, and Josh knew her tricks. They	171
didn't fall into any traps.	176
The game lasted so long that no one won before it was time	189
for Josh to go home.	194
They left the pieces as they were. They were going to play	206
again tomorrow. Josh was going to come over after school.	216
Sue told Josh thanks for coming over. Josh said thanks for	227
having him over.	230

Total Corrects: _____

Benchmark Period #2 – Winter
Grade 1 AIMSweb Nonsense Word Fluency

zis	hes	hij	nuk	pez	/ 15 (15)
wol	ac	wom	sid	yej	/ 14 (29)
wut	siz	hip	yob	fem	/ 15 (44)
zez	bub	uc	juc	res	/ 14 (58)
neg	luz	muz	ik	bof	/ 14 (72)
kap	nej	veg	soc	sab	/ 15 (87)
tec	mol	pic	bul	meb	/ 15 (102)
zan	ek	yof	lob	sem	/ 14 (116)
bij	hul	veb	fuv	bik	/ 15 (131)
jek	doz	jub	mij	sef	/ 15 (146)
pos	mac	pik	rij	boj	/ 15 (161)
mof	jut	jal	rej	hik	/ 15 (176)
tuf	kag	liz	tuv	piv	/ 15 (191)
vaf	nek	kuc	nos	fuz	/ 15 (206)
yul	sib	ob	yas	buk	/ 14 (220)

Total Corrects: _____

AIMSweb
Reading Curriculum-Based Measurement (R-CBM)
Directions

R-CBM Standard Directions for 1-Minute Administration

1. Place the unnumbered copy in front of the student.

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

3. Say these specific directions to the student:

   "When I say begin, start reading out load at the top of the page. Read across the page (demonstrate by pointing). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions? (Pause.)

4. Say:
   "Begin," and start your stopwatch when the student says the first word. If the student fails to say the first word after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.

5. Follow along on the examiner copy. Put a slash (/) through words read incorrectly

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

7. Score and summarize by writing WRC/errors.

Benchmark Period #2 – Winter
Grade 1 AIMSweb Reading Curriculum-Based Measurement

The black and white dog was very smart. He hid his bones	12
all over his yard. He hid his bones in the shadows of the trees.	26
He hid his bones under the swing set. He even hid his bones	39
in the sand of the sandbox.	45
The dog was always happy. He was never without a bone.	56
The dog's teeth were very sharp and white, but he never bit	68
anyone. He only chewed on bones.	74
One day the dog was sleeping. A rat came into his yard.	86
"I will take this dog's bones," said the rat. "He is sleeping.	98
He will never know that I have taken them."	107
So the sneaky rat snuck around the yard and stole every	118
bone. Then he slipped under the fence and climbed up a tree.	130
He had all the bones with him in a bag.	140
"I will watch the dog from this branch. I will see what he	153
does when he opens his eyes."	159
The dog opened his eyes. He was hungry. He got up to	171
dig up a bone. He dug. The hole was empty.	181
"I am sure that I hid a bone here. I hid it right in the shadow	197
of this tree." He looked around.	203
Then he heard the rat laughing. He looked up and saw the	215
rat on the branch.	219
"I took your bones!" the rat yelled.	226
Just then the bones fell out of the tree. The dog ran under	239
the fence and got them all. He chased the rat away.	250

Total Corrects: _____