

Passage Comprehension Task Administration and Scoring Directions

I. Initial Directions and Script

The first screen of the Passage Comprehension task will list the initial directions and script, and the title and page number of the appropriate passage for the student. Find the matching passage in the Student Passages Booklet, and place it in front of the student. Then, read the scripted directions to the student.

II. Timing

- Once you have read the directions to the student, point to the first word in the student passage.
- As the student reads the first word, click the **Start Timer** button.
- If you need to stop the timer, click **Stop Timer**.
- Click **Resume Timer** to start the timer again.
- When the student finishes reading, click **Stop Timer**. Then, click **Passage Complete: Continue to Summary** to proceed to the Summary Page.

III. Scoring Reading Accuracy and Fluency (see table for examples)

- As the student reads, click on words read incorrectly. Words read incorrectly will be counted as errors and turn **red**.
- Click a word again to count it as correct (e.g., if the student self-corrects, or if you mark an error by mistake).
- Use the scroll bar to move through the passage as the student reads.
- When an error occurs, mark it and move on. Only provide the word if the student hesitates for more than three seconds.

IV. Examples of Errors and Non-Errors for Scoring Reading Accuracy and Fluency

Errors	Not Errors
Mispronunciations or Substitutions (e.g., leaving off -s, -ed, -ing; "beg" for "big")	Insertions or Repetitions (e.g., reading "big, brown dog" or "big, big dog" instead of "big dog")
Omissions (leaving out a word)	Self-corrections
Reversals (e.g., "Tom said" instead of "said Tom") *Counts as two errors, one error for each word	Loss of place (e.g., skipping a line) *Redirect the student and keep the timer running.
Hesitations (longer than 3 seconds)	Misarticulations or dialect (e.g., "fumb" for thumb; "warsh" for wash)
Proper Nouns (any capitalized word) *If the student hesitates or mispronounces the proper noun, provide the word. The computer will only count it as an error the first time.	Multiple misreads of a proper noun do not count as errors after the first time.

V. Stop Rules

- Two Stop Rules are in place to avoid student frustration. The timer will automatically stop and the passage will become disabled if one of two Stop Rule conditions are met:
 1. The student reads four words incorrectly in the first sentence (as it is represented on the passage booklet page).
 2. The student reads approximately 10% of words incorrectly.
(Note that if this Stop Rule is met after the student has read approximately 85% of the passage, the student will be able to complete the passage and proceed to the comprehension questions.)
- If you make an error in scoring that causes a Stop Rule to be met, click the word chosen in error again to count it as correct. The timer will then resume automatically.
- If a Stop Rule is met, click **Stop Rule Met: Continue to Summary** to proceed to the Summary Page.
- Depending on their performance, some students may move from Passage Comprehension to Sentence Comprehension.

VI. Scoring Passage Comprehension Questions

- From the Summary Page, click **Continue to Questions** to move on to the Passage Comprehension questions section. Read questions out loud and have the student answer all questions.
- The **Acceptable Responses** are a guideline for scoring student responses. Use your best judgment to score student responses that are similar to **Acceptable Responses**.
- **Correct** responses should be drawn from the text, not the student's prior knowledge.
- If the student gives a response that differs completely from the **Acceptable Responses**, score the student's response as **Incorrect**.
- *Note that students may refer to the passage when answering comprehension questions.*

VII. Task Completion

Students must complete one full passage or complete the Sentence Comprehension task.