Thank you for participating in Istation's new digital Oral Reading Fluency (ORF) assessment, the latest educational technology from Istation. Teachers can measure oral reading fluency from digitally recorded student-read passages for students in grades K through 3. Teachers will receive an automated score for each passage. Teachers also have the ability to manually score the recordings when their schedule allows, should they deem it necessary. All of the results are documented online and can be reviewed at any time. The automated scoring feature will take into account multiple dialect regions from throughout the US.

Because Istation's Indicators of Progress (ISIP™) Oral Reading Fluency records the voices of students for automated scoring or for the teacher to later listen to and score, it requires headsets with a microphone connected to the desktop computer or laptop. Information regarding headsets is shown later in this guide.

Teachers can review the auto-scores or manually score students' recorded passages at their earliest convenience using the scoring interface under the **Oral Reading Fluency** link found on the left side of the **Classroom** page after logging in to www.station.com. Teachers should score as they normally would, using the practices they would typically use for oral reading fluency. For additional information, see the following technical requirements, information, and instructions for the student and teacher portals.

Technical Needs:

Platforms		Platforms
Browser	**OS**	A headset with a microphone is required to take the Oral Reading Fluency assessment. It is recommended that you use a headset that contains a noise-canceling microphone.
Chrome 67+	Windows 7+	Istation recommends using the Logitech Stereo Headset H110 if you have a separate headphone and microphone ports or H111 if you have a single mic/headphone port.
Microsoft Edge	Windows 7+	
Chrome 67+	Mac OS X 10.11.6+	
Safari 11.1.2+	Mac OS X 10.11.6+	You can find the Logitech Stereo Headset – H110 and the Logitech Stereo Headset – H111 in our store, but supplies are limited. You can also find these headsets at other online retailers.
Chrome	Chrome OS 69.0.3497.95+	
Safari	iOS 11.4.1+ (mid-Nov '18)	
A virtual tour is available for continuous reference on your Istation homepage at www.istation.com. To access this information, log in and look for the ISIP Oral Reading Fluency logo.		Should you have additional questions or concerns, please do not hesitate to contact our Oral Reading Fluency team at ORF@istation.com 1-866-883-7323, option 2 M-F, 7:00 a.m. - 6:30 p.m. CT

Student Access to Istation's Oral Reading Fluency

Each session (approximately 10 minutes or less per session) consists of three short passages, each passage lasting 90 seconds or less.

Step 1: Logging In

- Navigate to isip.istation.com using any internet browser and then select your school.

- Log in using your student credentials.
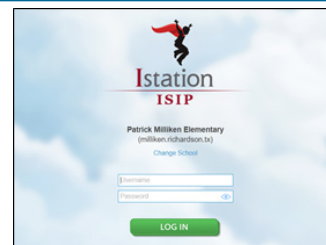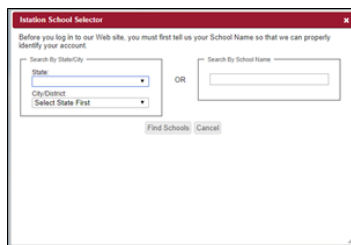

Step 2: Taking ISIP Oral Reading Fluency

Beginning the ISIP:

- Select **Oral Reading Fluency** and allow the website to use your microphone.

- Click **START** to begin.

**Microphone Check:**

- Proceed through the introduction and click **START** to begin the microphone check.

- Speak naturally to check the microphone and then click **DONE**. If the microphone check fails, adjust your settings and click **NEXT** to try again.

- When the microphone check is successful, click **NEXT** to proceed.
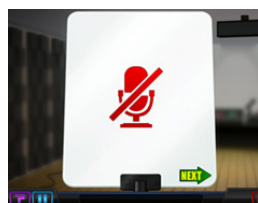
Begin Recording:

- After the instructions, click **START**. Recording begins after the countdown. Read the passage and then click **DONE**.

- If you have not finished after 90 seconds, you will automatically move on. Record all three passages to complete each session.

- After the outro, click **Logout**.
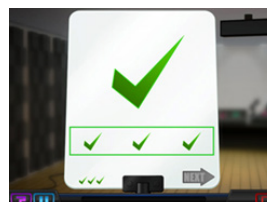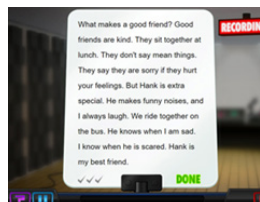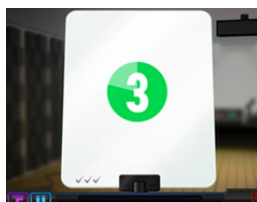
|	
	If you do not know how to proceed in the assessment, click the Help button at the bottom left to repeat the last instructions.
	If you need to pause the assessment, click the Pause button at the bottom left.
	If you need to exit the assessment at any time, click the Stop button at the bottom right. Any passage recordings you have completed will be saved.

Teacher Access to Istation's Oral Reading Fluency Scoring

The Scoring Portal provides teachers an interactive interface to score and analyze students' oral reading fluency. The familiar ease of the audio playback tool allows teachers to play, pause, advance, and rewind the recorded audio as many times as necessary. Marking miscues has never been easier with the integration of technology and a traditional running record form.

Step 1: Logging In

- Log in to www.istation.com and select your classroom.

- Click the **Oral Reading Fluency** button on the left side of the screen.
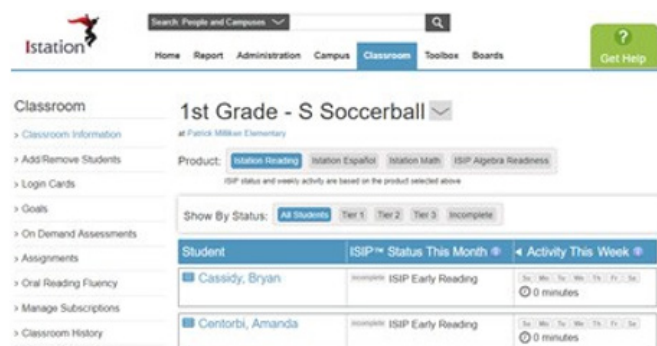
Step 2: Scoring Passages

Suggested: Select a passage to open a tour to assist with the scoring process.

- To review the passages that have been recorded, first note the legend located at the top of the page. This explains the different types of scores.

- If a passage has been auto-scored, you will see either a blue or orange icon. This indicates that the passage has been assigned an auto-score.

- Passages with an orange icon may be performing out of pattern. We recommend that the teacher review the passage and verify the auto-score.

- In case an auto-score is deemed inaccurate, the teacher always has the option to manually score a passage. To replace the auto-score with a manual score, click the **Override Auto-Score** button and provide a manual score (see graphic at right). More details on manual scoring are covered later in the document.

This classroom's Oral Reading Fluency activity is displayed below.

- The icon indicates passages that have been recorded but not scored.
- The icon indicates recorded passages that have been auto-scored.
- The icon indicates recorded passages that have been manually scored.
- The icon indicates passages that have been auto-scored with low confidence.
- The icon indicates passages that have been manually marked as unscorable.

Click the icons to go to a student's Oral Reading Fluency page.

Student	Recording Results				
1_1, Orf	Seeing and Hearing	The Art Project	Saving the Puppet Show	The Bike Club	My No
	Score: 148 WCPM	Score: 210 WCPM	Score: 0 WCPM	Unscorable	Score n/a

Seeing and Hearing 147 WCPM [Auto-Score]   147 WCPM [Auto-Score]

The Art Project 210 WCPM [Manual Score]   230 WCPM [Auto-Score]

Saving the Puppet Show 2 WCPM [Auto-Score]   2 WCPM [Auto-Score]

The puppet show was about to start in the park. Barry saw something was wrong. The performer was upset. Her puppet wasn't working. One of its strings was broken. Barry looked at his shoes. He jumped up. He gave the woman his shoelace. She promised to give it back and fixed the puppet. She made it dance and sing. Everyone laughed and clapped. The performer asked them to clap for Barry too.

Passage Details

Date Recorded : 12/06/2018 03:34 PM
Date Scored : 09/11/2019 04:52 PM
Word Count : 72
Words Read : 0
Words Correct : 0
Reading Time : 00:01
Score : 2 WCPM

✎ Override Auto-Score

The Bike Club [Marked Unscorable]   1 WCPM [Auto-Score]

My Nose [Not Scored]

| | | Passage title, total words, words read, and words correct | Click twice for self-corrected (blue). | Click once for incorrect (red). | Right click for last word read (box). | Click the play button to begin listening to the student's recording. | Check any items that describe the recording quality or student's speech. | Click Save Score to save your edits. | Optional: Add short notes about reading behaviors for that line of text. | Click Mark Time to indicate student's stop time. | Optional: Add additional notes. |

Step 3: Reporting

Results from the manual scores and auto-scores will be included in all ORF subtest reports.

- The student's Oral Reading Fluency score is calculated by taking the 3 recorded passages for each assessment period and averaging the top 2 scores.

- The ORF results will be visible everywhere ISIP subtest results are displayed.

Step 4: On-Demand Assessments

What to do if the student needs to retake the ORF assessment

- The ISIP ORF assessment provides the same option as other subtests to be given on demand. The student will receive new passages.

- The results from the on-demand assessment will replace the results from the original attempt.

Istation's ISIP™ Oral Reading Fluency Scoring Information

Istation has designed the scoring portal for ISIP Oral Reading Fluency to be compatible with **any existing scoring criteria or parameters** that your school or district uses. If your school or district does not already have scoring parameters for oral reading fluency, the following guidelines may be used for common situations you may encounter while scoring.

Figure 1. Line Omissions and Self-Corrections

The Snowy Day Total Words: **61** Words Read: **61** Words Correct: **54**	Count E	Count SC	Analysis (optional) Errors & Self-Corrections — E — M	E S	E V	SC M	SC S	SC V	Notes
Kendra jumped out of bed. She ran									
to the window. The world was white!	7								skipped line
Snow was everywhere. Kendra put									
on her warmest sweater and socks.									
Then came her snow pants and									
boots. Finally, Kendra zipped up her									
coat. What could she do? She could									
build a fort or put out food for the		1			1	1	1	1	foot
birds. It was a day for winter fun.									
Totals:	7	1	0	0	1	1	1	1	

0:33 / 0:33   🔊 ⋮   Mark Time: 33

Line Omissions

In the scoring example shown in Figure 1, the student skipped the entire second line of text. Each of these **omitted words is marked as incorrect**, which affects the total number of words read correctly. The scorer made notes on the second line to indicate the student skipped the line of text.

Self-Corrections (SC)

The student also self-corrected the word food after reading it as foot. The scorer recorded the miscue on the notes line as well as in the optional analysis section, shown in the yellow box. Self-corrected errors noted in this section for meaning (M), structure (S), and visual analysis (V) are not counted in the error count. When the self-correction is analyzed, you can see the student used all three cuing systems to correct the error.

Figure 2. Proper Nouns and Repetitions

Kindergarten Play Club	Count		Analysis (optional) Errors & Self-Corrections						
Total Words: **78** Words Read: **78** Words Correct: **76**	E	SC	E			SC			Notes
			M	S	V	M	S	V	
Today was play club with the little kids.									
Sonya and Freddie were excited. They	1		1	1	1				"Sarah"
were older. That's why they were in									
charge. They started with a song. But									
the children looked bored. Sonya asked			1	1	1				"Sarah"
what they wanted to do instead. A girl									
raised her hand. "We want to draw," she									R from line above
said. One boy found crayons. They laid		1		1	1	1		1	"lied" | R-"they"
out a big sheet of paper. Everyone sat									
around it. Together, they drew a jungle.	1								"jingle"
Sonya made trees. Freddie added			1	1	1				"Sarah"
monkeys.									
Totals:	2	1	3	4	4	1	0	1	

▶ 0:41 / 0:41 ━━━━━━━━━━━━━● 🔊 ⋮ Mark Time: 41

Proper Nouns

Proper nouns, such as names, are **marked as a miscue only for the first instance of each proper noun**. Because proper nouns often appear repeatedly in prose text, such errors could result in a significantly lower score that does not accurately represent a student's true reading ability or show evidence of reading difficulty. You may still analyze and make notes of subsequent miscues of proper nouns in the Analysis columns without marking them as errors in the passage. As shown in Figure 2, the name Sonya miscued three times and was noted each time, but it was only counted as an error once.

Repetitions

Students often repeat parts of text or even entire lines when reading aloud, and these repetitions are **not marked as miscues**. If the repetition results in a self-correction of an error, mark the self-correction. Repeating parts of text is a reading behavior that should be noted when possible with an R, as shown in Figure 2.

Figure 3. Substitutions and Pronunciation Differences

Library Day Total Words: 61 Words Read: 61 Words Correct: 57		Count		Analysis (optional) Errors & Self-Corrections						
				E			SC			
		E	SC	M	S	V	M	S	V	Notes
The library is a great place. We go										"liberry"
every week. My friends show up too.		1								omitted
We play games. ▯ pick out books. ▯ sit		2		2	2					substitute "we"
and read. ▯ like books about dogs and		1		1	1					substitute "we"
trees. Story time is the best part. The										
librarian reads to us. She holds up			1		1			1	1	"liberrian" | omit
the pictures. We laugh. Sometimes										
we just listen. A good story is like										
magic.										
Totals:		4	1	3	4	0	0	1	1	

0:24 / 0:25   Mark Time: 24

Substitutions

When students substitute one word for another, it is **marked as an error each time** the substitution occurs, even if the same word is substituted each time. As shown in Figure 3, the student substituted the word we for the word I and did so consistently in the passage. Each instance of this substitution is recorded as an error and analyzed to show that the student did not use their visual cuing system. Substitutions that do not count as errors include proper nouns on the second and subsequent occurrences (shown in Figure 2) and pronunciation differences, which are explained below.

Pronunciation Differences

Young students often mispronounce words in their speech, such as saying bafroom for bathroom. As Figure 3 shows, this student mispronounced library and librarian. Mispronunciations in students' speech that are reflected in their reading are not considered reading errors and **should not be marked as miscues**. Notes should be made of the mispronunciation if the teacher wishes to have a record of a student's particular articulations.

Figure 4. Insertions

Mondays at the Amusement Park Total Words: **72** Words Read: **72** Words Correct: **72**	Count		Analysis (optional) Errors & Self-Corrections						
			E			SC			Notes
	E	SC	M	S	V	M	S	V	
Mondays were never busy at the fun			1	1					"very busy"
park. That was Vinnie's favorite day to									
go. He went with his grandpa. The			1	1					"always went"
bumper cars were the best ride. Grandpa									
knew the man who ran them. His name									
was Gus. Grandpa and Vinnie got in one									
car. Gus got in another. They raced			1	1					"another car"
around. They ran into each other. Gus let									
them ride as long as they wanted. Vinnie									
had never laughed so hard.									
Totals:	0	0	3	3	0	0	0	0	

▶ 0:40 / 0:40 ━━━━━━━━━━━━━━━━● 🔊 ⋮   Mark Time: 40

Recording Quality
☐ Non-Native Speaker   ☐ Accented Speech   ☐ Speech Impediment

Passage Comments
Inserted words into passage based on meaning and structure.

Insertions

As they are reading, students often insert words that do not appear in the text. Insertions are often made when students are not using their visual cuing system but rather relying on their meaning or syntactical cuing systems. **Istation does not count insertions as miscues**, as the extra time spent reading or self-correcting the insertions will reduce the number of words read correctly per minute. Istation suggests indicating insertions in the Notes or Passage Comments and analyzing them in the optional Analysis section of the scoring interface, as shown in Figure 4.
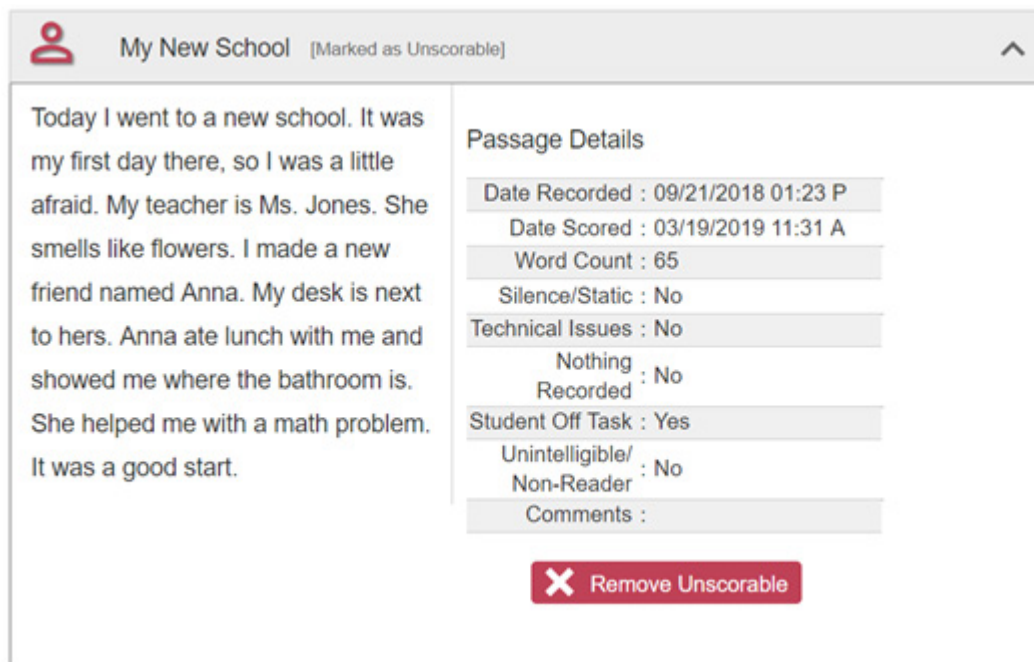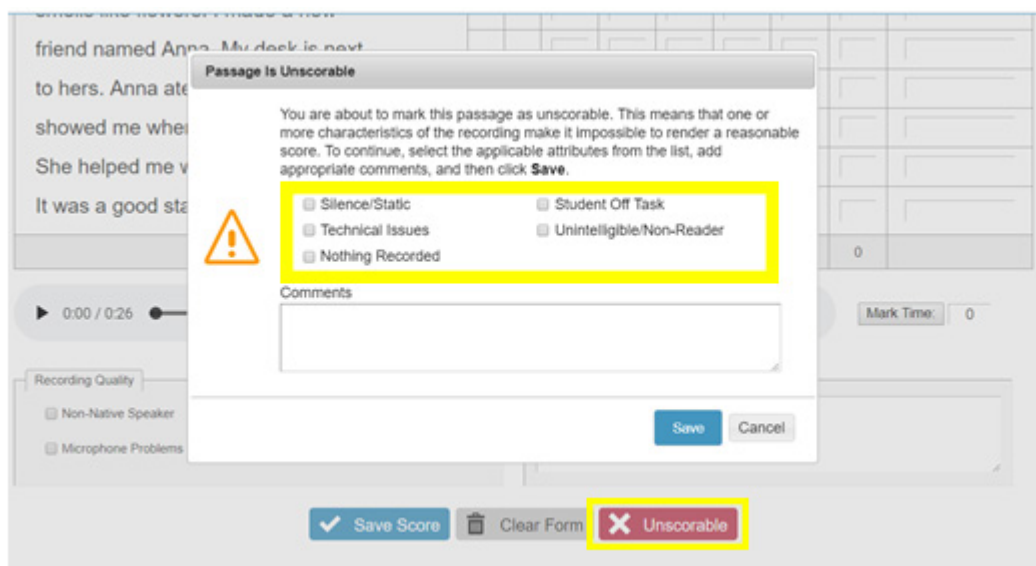
Unscorable

Some passage recordings may have one or more characteristics, such as total silence or unintelligible speech, which make them impossible to score. When this is the case, you can mark a recording as unscorable by clicking the **Unscorable** button (Figure 5). From the dialog box, you must select at least one attribute of the recording that has rendered it unscorable, and you can add comments (Figure 5). This option may be used to indicate a discontinued assessment as well. The unscorable designation can be removed from the Student Recordings page by selecting the **Remove Unscorable** button (Figure 6).