


## ONE MINUTE PSEUDOWORD READING TASK

### Instructions for Administration and Scoring

#### About the Test

<b>What is Measured</b>	This test assesses decoding efficiency in a 1-minute reading-aloud format. Pseudowords present as unfamiliar, meaningless items and therefore the reader relies primarily on his or her knowledge of letter-sound (grapheme-phoneme) correspondences to decode the letter strings. Tests such as this are often considered useful measures of phonological processing, and more specifically of grapho-phonemic decoding fluency.	
<b>Age Range</b>	This test is suitable for children in Reception Year to Year 6. With very young/inexperienced readers (Reception to mid-Year 1), however, it may add little information over and above its real-word counterpart (One Minute Word Reading Task).	
<b>Scoring (accuracy, errors)</b>	<p><u>Accuracy:</u> The main score of reading aloud efficiency is obtained by summing the number of correctly (that is, plausibly) produced responses (including self-corrections) produced in one minute.</p> <p><u>Errors:</u> Errors are not usually considered as independent scores in reading efficiency tests. However, for clinical purposes, it is sometimes useful to compare a child's error rate relative to typical scores for his or her age/grade. This allows practitioners to gauge whether a child is relatively a very slow but accurate reader, whether he or she reads quickly but inaccurately, or slowly <i>and</i> inaccurately. Error scores are obtained here by summing the incorrectly (implausibly) pronounced items as well as skipped and refused items.</p>	
<b>Norms</b>	Current English norms are available for children in Years 1 and 2.	
<b>Materials for Administration</b>	Recording device Stopwatch Pseudoword Reading Score Sheet Pseudoword Reading Card	

## **Test Procedure**

### **1. Test Introduction**

Administrator says:

**“I will show you some funny pretend words and I would like you to read them as quickly as you can. Read them in order using your finger to follow along [Administrator demonstrates pointing with finger to words vertically, down each column]. If you make a mistake, correct it and then keep on reading as quickly as you can. If you come to a difficult word, try it anyway, but if it is too hard then just go on to the next word. Are you ready? Don’t forget to point to the words as you read them.”**



**Ensure the child understands to read the words vertically down each column (not horizontally across the rows).  
If the child struggles with a word, encourage him or her to keep going.**

### **2. Conducting the Test**

- The Administrator reads aloud the test instructions from the **Instructions for Administration and Scoring** (see Administrator’s script in the introduction above).
- The Administrator presents the child with the **One Minute Pseudoword Reading Card**.
- The Administrator starts the stopwatch as soon as the child starts pronouncing the first word.
- The Administrator stops the test after 60 seconds.
- If the child gets struggles with a word, the Administrator encourages them to keep going.
- The Administrator should not provide corrective feedback during the test.
- The Administrator draws a line after the last word the child attempts.

### **3. Scoring**

- The Administrator should refer to the **Pseudoword Reading Score Sheet** to score the Items.
- In the ‘Response’ column for each item the Administrator should:
  - write ✓ or **1** beside each **correctly** decoded word.
  - write **X** or **0** beside **misread** words.
  - write **SC** beside **self-corrected** words, and score the response ✓ or **1**.
  - write **/** beside skipped and refused words, and score the response **X** or **0**.
  - write **L1** next to the score if the child’s response appears to be **a transfer error** from their other language, and award them a ✗ or **0 points**.
  - leave all cells after the child’s final response blank.
- Award **one point** for each correctly read pseudoword.