

## Literably Grading Cheat Sheet

[Literably Phoneme Chart](#)  
[Literably Phoneme Sounds](#)

**Keyboard Shortcuts:**

←	Back 2 seconds
→	Forward 2 seconds
A	Add
S	Substitute
D	Delete
E	End
=	Submit

**When to mark recording “unscorable”:**

- Major audio issues (e.g., whispering, background noise, scrambled audio, etc.)
- Students does not start reading in the first 15 seconds of a 1- or 2-minute recording.
- Student reads in a different language.
- For recordings <15 seconds, if you do not hear the student reading, use E to mark the entire text as unread, then press Submit. Do not mark unscorable.

**If a parent/adult “gives” the word:**

If you clearly hear an adult giving a word to the student, mark the word as unsaid with the “D” key, and do not add the word in as an insertion.

**Handling pauses:**

If the reader says all of the right sounds in the right order without pausing in between sounds, mark it as correct, even if the word sounds “stretched out.” However, if the student takes an audible pause in between the sounds, mark it as incorrect, even if all the sounds are in the right order.

**Inversions:**

If a student inverts the order of 2 words, mark one of the 2 words as unread, and insert the other word, to match the order in which the student read the words. Do not mark both words as unread.

**Side utterances:**

If a student makes utterances that are clearly not related to their attempt to read the text (e.g., talking to someone else in the room), you can leave those utterances out of the transcript. However, all utterances that are related to the student’s effort to read the text should be included.

**Hyphens:**

- Insert a hyphen at the end of any **non-word utterance** (which should always be transcribed phonetically). For example, “klag-.” In contrast, utterances that sound like real words should be inserted as the actual word, without the addition of the hyphen.
- Insert a hyphen after any utterance that contains just a single phoneme (i.e., any of the phonemes on the phoneme chart). As an example, if the student says /o/ as in “hot,” you would insert “o-.” Some other examples might be: “oe-,” “au-,” “ch-,” etc.

**Speech differences and accents:**

There are times when it’s not totally clear whether a reader is pronouncing a word correctly (e.g., bad audio quality), or it might be apparent that the student reads with a clear accent or speech difference. In these cases, lean towards marking the word correct.

**Transcribing letter names:**

If the reader inserts the NAME of a letter, transcribe the letter in upper case. For example, if the student inserts “vee-,” please enter “V.” Similarly, if the student inserts “aech-,” please insert “H.”

**When a student re-reads and self-corrects:**

If a student re-reads a section of the text, fit their utterances into the transcript in a way that gives them credit for reading the most number of words. Example [here](#).

**Questions?**

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