

**Gather materials**

*Teacher:* Browser-based Iowa TIER application.

**Prepare to assess**

Login and go to earlyReading assessment.  
Find student name & select pencil icon to transfer to *Composite Review Directions* (on the site *and* see below).  
Remember: Administer in same way to each student - Assessment ≠ Teaching

**Directions**

**Prep** ► Sit next to or across from the student. No student materials are required.

**Student Practice**

**Read** ► We will do an activity with word sounds. I'll say a word, and you will tell me the sounds in the word. So if I say "bat", you say, /b/ /a/ /t/. Let's try one together.

**Read** ► If I say "dot", you say...

*Correct (no score):* Student says /d/ /o/ /t/

**Read** ► **Good. "Dot" has the sounds /d/ /o/ /t/**

Move to Test Items.

*Incorrect (no score):* Student misses one or more of the sounds.

**Read** ► **The sounds in "dot" are /d/ /o/ /t/**

**Now you try. Say the sounds in the word, "dot".**

*Correct:* **Read** ► **Good. "Dot" has the sounds /d/ /o/ /t/**

*Incorrect:* **Read** ► **"Dot" has the sounds /d/ /o/ /t/.**

**Let's say them together: /d/ /o/ /t/** (prompt student to say the sounds). **Good.**

Move to Extra Practice

**Extra Student Practice**

**Read** ► **Let's do another one. What are the sounds in "sip"?**

*Correct (no score):* Student says /s/ /i/ /p/

**Read** ► **Good. "Sip" has the sounds /s/ /i/ /p/.**

Move to Test Items.

*Incorrect (no score):* Student misses one or more of the sounds.

**Read** ► **The sounds in "Sip" are /s/ /i/ /p/**

**Now you try. Say the sounds in the word, "Sip".**

*Correct:* **Read** ► **Good. "Sip" has the sounds /s/ /i/ /p/.**

*Incorrect:* **Read** ► **"Sip" has the sounds /s/ /i/ /p/. Let's say them together: /s/ /i/ /p/.** (prompt student to say the sounds). **Good.**

Move to Test Items.

## Begin Test

**Read ▶** Now let's do some more. Remember to listen to the word and then tell me each sound in the word. Ready? Let's begin.

**Timing ▶**  (pause, give the first word on the page)

- Say each word clearly.
- Use the radio buttons to score the number of sounds said correctly in each word.
- If the student pauses for 5 seconds without responding to an item, count the entire item incorrect and continue with the next item.
- Do not give any feedback about the student's response.
- Continue through item 10 with words provided on the FAST assessment page.

**Timing ▶**  after item 10 is completed or if student is discontinued. Submit Test.

## Timing, Scoring, & Discontinue

- Timing** ► Open ended. Begin timer right before the first item is administered and stop the timer right after the last item is administered. If student does not respond in 5 seconds to an item, count all sounds incorrect and move to next item.
- Discontinue Rule** ► If the student gets the **first 4 consecutive items (whole words) incorrect**, then discontinue the task and record all items as incorrect.
- Scoring** ►  
**(Correct)** The student gives or says the correct segmenting sounds.  
**(Incorrect)** Student does not give or say a correct sound(s)  
or has no response in 5 seconds.

## Scoring Details

### Correct response

Word Sounds	STUDENT RESPONSE	CORRECT ANSWER	SCORE
"Tap"	/t/ /a/ /p/	/t/ /a/ /p/	3/3
	/t/ /a/ /p/ /s/ /t/ /r/ /a/ /p/	/t/ /a/ /p/	3/3

### Incorrect responses

Word Sounds	STUDENT RESPONSE	CORRECT ANSWER	SCORE
"Tap"	"tap"	/t/ /a/ /p/	0/3
	/t/ /A/ /p/	/t/ /a/ /p/	2/3
	Sap or bat	/t/ /a/ /p/	0/3
	/t/ /p/	/t/ /a/ /p/	2/3
	/t/ "ap"	t/ /a/ /p/	1/3

### Types of potential errors

- Incorrect word or sounds:** Student says the wrong sounds when given the word.  
This may include substitution, mispronunciation, or deleting required letter sounds, and other potential errors. Give 1 point to any correct sound.
- Incorrect vowel sound:** Student uses the wrong vowel sound.
- Omission:** Student omits saying a sound(s) – count only the sounds that are said correctly.
- No response or hesitation:** If student does not respond in 5 seconds, count item incorrect and move to next item.

### Non-errors:

- Saying the word and then dividing it:** Student says the word as a whole then gives the sounds. This is not an error.
- Self-correction:** If the student says the wrong word sound and then corrects before 5 seconds. Do not count it as an error.
- Repeated Words/Sounds:** Do not count repeated word sounds as incorrect (e.g., the child is given "Sock" and says /s/ - /s/ /o/ /k/)
- Inserted sounds:** Ignore any additional sounds

## Pronunciation Guide

### Consonants

- /b/ sound as in bin, ball, bull
- /d/ sound as in dot, dill, dull
- /f/ sound as in flop, fast, phone
- /g/ sound as in grass, gas, gills
- /h/ sound as in happy, hip, hull
- /j/ sound as in jelly, magic, jet
- /k/ sound as in kit, kale, cap, car
- /l/ sound as in lab, leg, lick
- /m/ sound as in mad, mop, mud
- /n/ sound as in nap, next, not
- /p/ sound as in pat, pit, puddle
- /r/ sound as in rat, risk, ruddy
- /s/ sound as in sap, sit, sea
- /t/ sound as in tap, tick, total
- /v/ sound as in van, vest, viper
- /w/ sound as in wag, wet, wood
- /y/ sound as in yak, yellow, yo-yo
- /z/ sound as in zag, zip, zone

### Combination Sounds

- /kw/ sound as in quit, quack
- /ks/ or /gz/ sound as in exist, box
- /ch/ sound as in chair, chime
- /sh/ sound as in share, show
- /th/ sound as in think, this
- /ng/ sound as in bring, song
- /OO/ sound as in boot, chew
- /oo/ sound as in book, put
- /oi/ sound as in toy, boil
- /ou/ sound as in bound, cow
- /aw/ sound as in fall, saw
- /ar/ sound as in bar, marble
- /hw/ sound as in whip
- /zh/ sound as in pleasure

### Vowels

- Long /A/ (ā) sound as in acorn, taste, rake, reign
- Long /E/ (ē) sound as in bee, leaf, sheep, party
- Long /I/ (ī) sound as in ice, five, fly, island
- Long /O/ (ō) sound as in oat, slow, though, nose
- Long /U/ (ū) sound as in tune, tooth, use, huge
- Short /a/ (ă) sound as in jag, black, mask, apple
- Short /e/ (ĕ) sound as in net, elk, met, telephone
- Short /i/ (ĭ) sound as in hill, grip, inundate, its
- Short /o/ (ĕ) sound as in tot, pocket, saw, father
- Short /u/ (ŭ) sound as in ugly, stump, oven, dud, udder
- Schwa (ə) (a weak /uh/ sound) as in again, dozen, cousin, sensor, trustful

### Student Material Examples:

***There are no additional materials to use.***

***Say words on the administration page.***